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ABSTRACT

The handbook outlines procedures and background information for special education teachers in New York City. An introductory section sets for the mission and goals of the Department of Special Education in New York City. Administration topics covered include relationships to supervisors, public health and safety, discharges and suspensions, and paraprofessionals. Topics addressed in a section on classroom management and instruction include reading and math skills, individualized education programs, parent communication, standardized testing, and behavior management. Appended material presents excerpts from new or revised regulations. (CL)

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HANDBOOK FOR SPECIAL EDUCATION TEACHERS

NEW YORK CITY PUBLIC SCHOOLS

Division of Special Education

EC141171

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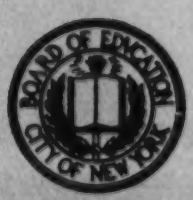

Revised August 1981

DIVISION OF SPECIAL EDUCATION

ALAN GARTNER, EXECUTIVE DIRECTOR
WALDEMAR ROJAS, DEPUTY EXECUTIVE DIRECTOR

HANDBOOK FOR SPECIAL EDUCATION TEACHERS

OFFICE OF PROGRAM DEVELOPMENT AND REVIEW
JOHN REEHILL, CHIEF ADMINISTRATOR

PROJECT COORDINATOR
ROSE LINDNER

AUGUST 1981

BOARD OF EDUCATION
OF THE CITY OF NEW YORK
110 LIVINGSTON STREET
BROOKLYN, N.Y. 11201

FRANK J. MACCHIAROLA
CHANCELLOR

August 1981

Dear Colleague:

This handbook originally was designed to assist you in meeting the challenge of providing quality education to children with special needs. This revised edition provides additional information about changes in the structure, procedures, and requirements of the Division of Special Education.

Both experienced and inexperienced teachers will be able to use this handbook as both reference and resource. Additional information, especially in the areas of developing the Individualized Education Program, reading, mathematics, attendance, and transportation procedures have been included in the revised edition.

These materials can be valuable in helping you carry out your myriad responsibilities as a teacher. Use the checklists to evaluate your own performance and as a guide to positive professional experiences. Refer to your colleagues and supervisors for guidance and assistance. Use the available resources noted for further information, reference, and personal growth as an educator of our special children.

My very best wishes for a successful school year.

Sincerely,

Frank J. Macchiarola
Chancellor

FJM:AG:mlp

ACKNOWLEDGEMENTS

The original edition of the Handbook for Special Education Teachers was prepared under the leadership of Donald Eisenberg, Director of SETRC, who also assisted in this revised edition.

This August 1981 revised edition of the Handbook was initiated under the aegis of the late Dennis L. White, Director of the DSE Program Development Unit and Bebe Bernstein, Head of Program Centers.

Contributors included: Virginia DeMarinis, Lorelle Lawson, Anita Rich, Phyllis Dubin and Clare Powitz of PDU; Bob Heyman, Larry Bickell and Irene Strum of Testing; Edith Marks, Pia Durkin, Rhoda Frumkin, Judi Aronson, Sylvia Neuhaus and Barbara Ritchen of SETRC; and Joel Klein of the DSE Data Bank. Special thanks to: Nicholas Borg, Jackie Adler and Ellen Zimmerman of the Bureau of Pupil Transportation; Marvin Weingart, Ralph Edwards and June Fields of the Office of Pupil Personnel Services; Frada Litman of DSE; and Carol Brownell and Joan Salzburg of the Division of Public Affairs.

The impetus for the completion of the revised Handbook and the leadership required for its dissemination was provided by John Reehill, Chief Administrator, Program Development and Review.

Rose Lindner, Editor

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1. INTRODUCTION

Missions and Goals of the D.S.E.
Special Education in New York City
D.S.E. Office Directory

MISSION AND GOALS

The mission of the Division is to assure that all students in need of special education have available to them a full range of instructional and support services designed to meet their unique needs.

To accomplish this mission, the Division sets forth the following goals:

- To develop and implement an effective, school-based referral, evaluation and placement system;
- To develop support strategies, including resource room services, to assist principals and regular class teachers in the process of serving students with mild learning and/or adjustment difficulties in regular education programs;
- To provide effective alternative programs and services (e.g., self-contained, bilingual and career education) for students unable to be served effectively in regular education programs;
- To work cooperatively with parent groups and community agencies in the development of resources vital to students and families with specialized needs;
- To organize programs and services to enhance the involvement of parents in the education of their child;
- To function as the school system's major advocate for students with handicapping conditions and their families.

The goals for education of pupils with handicapping conditions have been established by both Federal and State law.

Public Law 94-142 (Education of All Handicapped Children Act) mandates that a free appropriate education be provided for all handicapped children between the ages of 3 and 21.

It further requires that this education be offered in the least restrictive

environment so that children with handicaps are educated to the maximum extent possible with nonhandicapped children.

Included in its provision is the development of an Individualized Education Program (IEP) which contains:

- a written educational plan at the start of each school year
- annual goals
- short term instructional objectives
- specific educational services
- extent of regular classroom participation
- periodic evaluation
- participation in planning educational prescriptions by parent, teacher and, when appropriate, student

This law, along with State laws and regulations, * also provides for due process for children and the rights of parents to:

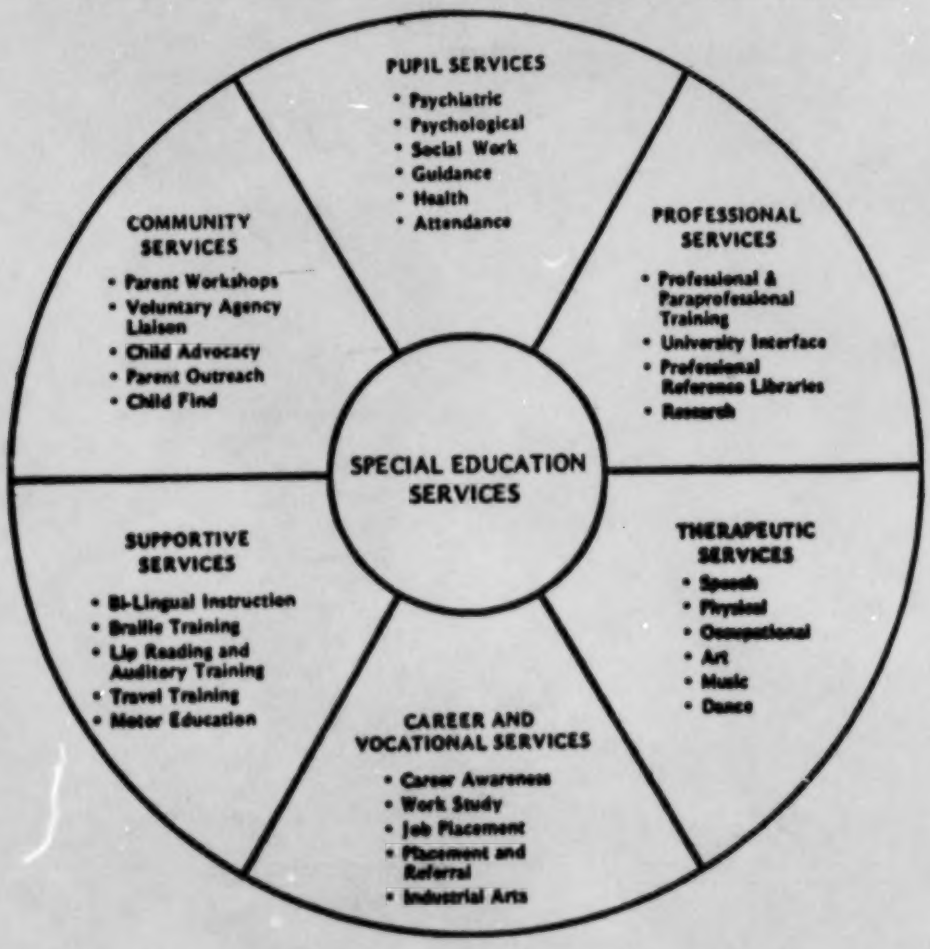
- consult in identification, evaluation and placement
- participate in preparing and implementing the IEP
- examine relevant records
- request a due process hearing

The New York City Board of Education and the Division of Special Education are committed to meeting both the requirements and intent of the law.

* (Excerpts from the New York State Commissioner's Regulations are included in the Appendix.)

SPECIAL EDUCATION IS BASED...

on the functional needs of the children. Related and resource services to children in regular education classes, placement in learning centers, special classes, special schools, home instruction, hospital schools and residential facilities.



SPECIAL EDUCATION IS PROVIDED THROUGH...

Full time general class placement with related services

Full time general class placement with resource room support

Full time learning center placement with participation in integrated activities

Full time special class placement

Special Schools

Home Instruction

Instruction in hospital and other total care settings

DSE OFFICE DIRECTORY

The staff of the Division of Special Education (DSE) is available to answer your questions and to hear your suggestions.

DSE Headquarters

Office of the Executive Director.	596-8928
Office of the Deputy Executive Director. . .	596-4724
DSE Program Development .	596-5972
Office of Bilingual Programs.	596-7479
Job Placement & Referral Center.	624-0854

Instructional Services

DSE Citywide Programs for the Handicapped	596-3084
Regional Offices:	
Manhattan.	349-8641
Bronx.	822-5721
Brooklyn West (Dist. 13, 14. 15, 16, 17, 20). . . .	965-3941
Brooklyn East (Dist. 18, 19, 21, 22,23,32).	645-6566
Queens	544-5823
Staten Island. . .	448-9600
Speech Services. . .	596-5697
Hearing Education Services	349-5701
Vision Education Services	349-6907

Special Education Training & Resource Centers (SETRC)

Manhattan (400 First Ave.)	686-6120
Bronx (P.S. 68)	325-7231
Brooklyn (Murrow H.S.). .	258-0188
Brooklyn (P.S. 81). . . .	574-2365
Queens (P.S. 201)	359-7107
Queens (CMHC)	224-8060
Staten Island (OTC) . . .	273-7800

Bureau of Pupil Transportation . .	784-3313
(Hot Line)	392-8855
Bureau of Attendance	596-4497

2. ADMINISTRATION AND SUPERVISION

- Relationships to Supervisors
- Informal Supervisory Visits
- Formal Supervisory Visits
- Administrative Matters
- Data Bank
- Pupil Health & Safety
- Discharges & Suspensions
- Transportation Regulations
- The Paraprofessional
- Mandated After School Workshops

RELATIONSHIPS TO SUPERVISORS

Special education teachers are appointed by and serve under the jurisdiction of the Division of Special Education.

Teaching assignments vary according to kinds of programs and types of funding sources and include:

- Special education teachers assigned to special classes and resource rooms, located in regular schools on a full-time basis, are jointly supervised by both the school principal and the special education supervisor. The principal is responsible for the annual rating in accordance with Section 89.7 of the Chancellor's Regulations. Principals will confer with the special education supervisor prior to giving teachers their ratings.

- Special education teachers assigned to a special education school, on a full-time basis, are supervised and rated by the special education principal.

- Itinerant special education teachers assigned to a number of schools and speech center teachers will be supervised by supervisors designated by the Division of Special Education. These supervisors will confer with principals regarding instructional goals for the teachers and educational goals for the children and must keep principals informed as to the progress of teachers and students.

- Special education teachers assigned to reimbursable programs are supervised and rated by designees of the Division of Special Education Funding office in consultation with appropriate field supervisors and/or special education building principals.

Special education teachers assigned to homebound students will be supervised by special education supervisors and rated by a designee of the Division of Special Education.

Wherever supervision is jointly shared by special education supervisors and building principals, a sensitive balance exists. Therefore, when a building principal makes a request, make every effort to respond cooperatively. If you feel that the request is inappropriate, notify your special education supervisor and ask for advice. The special education supervisor will discuss the matter with the principal.

(Excerpted from Special Circular #25 1978-79 - December 7, 1978)

I. Administration

A. Attendance and Lateness

The principal will certify the attendance of special education teachers who serve on a full-time basis as well as itinerant teachers for the days they serve in the school. The attendance records, including records of lateness of teachers assigned, shall be kept by the school secretary in the school or office that handles the teacher's payroll.

B. Conferences

Teachers of special education classes who serve full-time in a school will attend staff conferences scheduled by the principal and any departmental or other conferences deemed necessary by the principal. They will also attend Division of Special Education conferences scheduled in accordance with collective bargaining agreements. When teachers are called to special conferences by supervisors, the principal will be given reasonable advance notice.

C. Supplies and Materials

Basic classroom supplies are provided by the principal of the school to which you are assigned. Find out from a colleague or the school secretary the procedures for attaining paper, crayons, pencils, etc.

Funds for special education materials will be allocated on a per capita basis. The figure varies from program to program. The amount of money you may spend will be indicated by the special education supervisor. Instructions for the completion and submission of requisition forms for this purpose will be provided by your supervisor.

A large variety of multi-media materials are available for free loan from the Special Education Training and Resource Centers (SETRC). See pages 6 and 34 for SETRC telephone numbers.

D. Observations

Observation reports and other communications from the special education supervisor will be placed in the teacher's official school file. A copy of the special education supervisor's report will be sent to the regional office.

An assistant principal or supervisor designated by a principal must also observe the work of the teacher and shall discuss the observations with the special education supervisor and teacher. Copies of these reports are to be placed in the official school files with copies sent to the special education supervisor.

INFORMAL SUPERVISORY VISITS

Supervisors will generally devote their first visit to administrative concerns. This is considered a pre-observation conference. The agenda for this meeting may include:

I Physical environment
- A. Special interest/learning centers
- B. Furniture arrangement
- C. Evidence of pupil work
- D. Use of chalkboard
- E. Cleanliness/general appearance

II Recordkeeping
- A. Attendance/rollbook
- B. IEP
- C. Lesson plans
- D. Evaluation/progress report
- E. Teacher program
- F. Daily/weekly schedule
- G. Parent contacts
- H. Agency contacts

III Lesson Planning
- A. Written
- B. Relationship to the IEP
- C. Relationship to the curriculum
- D. Sequential/developmental
  1. Annual goal
  2. Short term instructional objectives
  3. Task-analysis
  4. Daily lesson plan
- E. Evaluation method
- F. Reinforcement/homework
- G. Materials

IV Role of the Paraprofessional

A. Duties and responsibilities jointly planned by teacher and para

B. Para has knowledge of:

1. Description of pupil's handicap, behavioral patterns
2. Instruction program
3. Routines
4. Time schedule

FORMAL SUPERVISORY VISITS

The primary goal of your supervisor is to improve classroom instruction. Supervisory visits focus on the lessons being taught. To share with you the areas of supervisory concern, a guide for a formal observation and the Supervisory Report Form follow:

SUPERVISOR'S GUIDE FOR WRITTEN FORMAL
OBSERVATION REPORT OF A LESSON

I. State objective or aim.
II. Objectively state lesson development, activities, materials.
III. State follow-up activities.
IV. State evaluation methods.
V. Comments - may include (in the order and degree of importance in this situation):

A. Appropriateness of lesson.
   1. Level of function
   2. Goals of IEP

B. Development of lesson.
   1. Motivation
   2. Sequential development
   3. Medial summary
   4. Final summary

C. Individualization
   1. Provide for differences
   2. Adaptation of material

D. Classroom environment
   1. Special interest or learning centers
   2. Furniture arrangement
   3. Evidence of pupil work
   4. Use of chalkboard
   5. Cleanliness/attractiveness

E. Effectiveness of questioning.

F. Utilization of positive relationships.
   1. Teacher-pupil
   2. Pupil-pupil

G. Routines of behavior management.

H. Activities.
   1. Variety
   2. Multi-sensory approaches

I. Ability to perceive and adjust to immediate needs.

J. Teacher manner.

VI. Overall rating of the lesson.

VII. Recommendations for improvement as discussed in the Post Observation Conference.

DIVISION OF SPECIAL EDUCATION
SUPERVISORY OBSERVATION REPORT

Teacher's Name
License
Status
Register
Attendance

School
District
Class
Population
Subject Area
Date_____

I. Objective - Aim:

II. Lesson Development, Activities, Materials:

III. Follow-up Activities:

IV. Evaluation Methods:

V. Comments:

VI. Overall Rating:

VII. Post-Observation Conference - Recommendations - Date:

I have read and received a copy of this report.

_____
Supervisor's signature

_____
Teacher's signature

cc: Principal
Teacher
File

PERSONNEL INFORMATION

I. Teacher Files

The official files of teachers will be kept in the office that handles the teacher's payroll.

II. Salary

The school payroll secretary in your building or program is responsible for providing information on salary, status, increments and benefits.

III. United Federation of Teachers

As a teacher in the New York City public schools, you are represented by the United Federation of Teachers.

Dues are automatically deducted from your salary. You are represented by a chapter chairperson in your school building. Within Special Education each disability area is represented by a special committee which hold monthly meetings as advertised in the New York Teacher.

DATA BANK

The Computerized Data Bank and Management System is an electronic library that stores information on the children in special education programs. The Data Bank uses computers to collect and store data sent to it by school based support teams, placement units, special education teachers and other staff.

Teachers receive monthly printouts from the Data Bank to verify and update information about children in their classes. The printouts, called turnaround reports, are returned to the Data Bank. These turnaround reports provide valuable information which is placed in each child's central file.

This information is used for planning, budgeting and producing revenues for the Division of Special Education. The revenue claims for Title I and P.L. 94-142 funds are totally prepared by Data Bank personnel. Before the development of the Data Bank, these claims took many months to prepare and were often incomplete. Presently, they are prepared in days and have increased revenues substantially.

The DSE Data Bank is located at 110 Livingston Street, Brooklyn, NY 11201. Telephone - 596-8968.

GENERAL INFORMATION

I Accident or Injury

A. If an accident or injury appears serious, notify the office at once.
B. Fill out an official accident report even if the injuries seem minor. Follow the same procedure if you are injured on the school premises.
C. Remember, that in addition to the importance of these measures for pupil welfare, you have a legal obligation to carry them out.
D. Inform the parent if the child has an injury and describe how the accident occurred.

II Pupil Illness

A. Determine whether there is a need for emergency measures such as notifying the office, seeking help, and administering first aid.
B. For routine signs of illness - fever, headache, nausea - send the pupil to the medical office or the emergency room with a referral slip, accompanied by a paraprofessional, when available, or another student from your class or a neighboring class.
C. The special education teacher should be familiar with any information noted under "Special Alerts" section of the IEP for each child.

III Precautions Related to Pupil Health and Safety

A. Be alert to hazards in a room - a broken window, a wet section on the floor. Report such conditions at once to the school custodian and take proper care until the condition is corrected.

B. Watch the ventilation, temperature and cleanliness of your room. Open and close windows yourself. Don't open windows from the bottom.

C. Be alert to signs of pupil illness, such as flushed face, head on desk, or dizzy spell. Note also pupils with inadequate clothing in cold or rainy weather and report these cases to the appropriate staff worker.

D. Don't send pupils outside the building on errands. You will be legally liable if anything happens to the pupil.

E. Don't assign dangerous tasks to pupils, like lifting heavy equipment or climbing to take down a poster. Any injury will be your responsibility.

F. If you see a suspicious-looking person in the building without a pass, notify the school office at once.

IV. Security of Money and Property

A. Caution pupils not to bring large sums of money to school. There is always the danger of theft.

B. Do not tempt pupils by leaving your pocketbook or wallet on your desk.

C. Notify your school's main office if money is missing (teacher's or student's).

D. Never leave money overnight in a desk drawer or closet, even if it is locked.

E. Train pupils to take care of their personal property and set a good example by your concern for your own belongings.

F. Have pupils place their outer clothing in the wardrobe upon arrival. Keep clothing closets locked during the day. Clothing should be removed from the closet in an orderly and systematic fashion at dismissal time. (Be sure that all pupils have their outer clothing before you dismiss the class.)

G. Insist that pupils take all their personal belongings home with them at the end of the day.

H. You should conserve books, supplies, equipment and other school property by training pupils to take care of these items. Keep careful inventories and check on the return and condition of books and other articles used or borrowed by pupils (or other teachers).

I. When you are not in your room and it is not being used by others, keep it locked. Do the same with closets and drawers. Leave your keys in the place designated by the school at the end of the day and pick them up in the morning. Do not take your keys home. Your room and closets may them be inaccessible to the school or to a substitute if you are absent.

J. Official pupil records, such as rollbook and record cards should be kept under lock and key in the classroom when not in use. Do not take them home.

V. Pupil and Parent Rights

A. Pupil records, including your class records, are confidential. You may discuss a pupil's record with him/her, parent(s) and other qualified school personnel. (All pupil records should be kept in a locked cabinet or closet.)

B. You have the responsibility for respecting the privacy of a pupil's record and achievement. Do not make comparisons in talking to pupils or parents. Do not discuss the problems of a pupil with any parent but his/her own. This is especially true of confidential items which should not even be discussed with other teachers.

C. For additional information on the confidentiality of pupil records, please consult Special Circular No. 44, 1977-78.

DISCHARGES AND SUSPENSIONS

PROCEDURES REGARDING DISCHARGE OF SPECIAL EDUCATION PUPILS OF LONG TERM ABSENCE AND TRUANTS

It is the educational and legal responsibility of the Division of Special Education to provide for the continuous growth, achievement and social adjustment of students with handicapping conditions in the least restrictive educational environment. The maintenance of regular school attendance is essential to securing for every child the right to educational opportunities which will enable optimum academic and social development.

Students have been placed in special education classes upon the recommendation of the Committee on the Handicapped in accordance with regulations set forth under Article 89 of the Education Law of New York State. Any change in designated placement or discharge of students with handicapping conditions must involve the parent/guardian of the student, the District Placement Officer of the Committee on the Handicapped, and in some instances, the Bureau of Attendance and the City-wide Program Office, if appropriate.

Every school and community resource should be utilized to foster optimum school attendance by all special education students. The Division of Special Education site supervisors are to serve as liaisons with principals, school attendance coordinators and the Bureau of Attendance to implement the attendance program for special education students. The site supervisors, in concert with the Bureau of Attendance and special education teachers, are to insure that appropriate action is taken when special education students are absent.

PROCEDURES FOR
ATTENDANCE INVESTIGATION

1. Special education teachers should follow the procedures stated in the "School Attendance Manual" issued in May 1979 and notify the attendance coordinator on the first day of the pupil's absence. The attendance coordinator is responsible for all students in the school, including special education.

2. Clearance of Register for special education students will be conducted in accordance with the Chancellor's Regulations.

3. The usual steps that are followed in the school-based attendance program, including notifying parents or guardians of absence by mail and/or telephone, should be taken. These actions, in the case of special education students, include sending a letter to the parents or guardians asking them to inform the site supervisor of any problems (transportation etc.) which may be contributing to the attendance difficulties. Also, if there is no response in five days, and the child has not been returned to school, weekend or nighttime telephone contact must be initiated.

4. When all efforts by the special education staff and the school have been exhausted, Form 407 is to be filled out by the attendance coordinator and sent to the Bureau of Attendance high school district supervisor.

5. The school attendance coordinator will alert the special education teacher that the Bureau of Attendance has been requested to provide attendance services.

6. The high school district supervisor of attendance will assign each case to an attendance teacher for investigation.

7. Upon completion of the investigation by the attendance teacher, the Form 407 will be returned to the school or designated special education site with the information relating to the cause of absence and the disposition of the case. The school attendance coordinator will give the completed Form 407 to the special education teacher who will then forward a copy to the special education supervisor.

8. If the investigation leads to a "discharge from school" action, the school attendance coordinator must notify the special education teacher, the site supervisor, and the parent or guardian at once.

9. The site supervisor is responsible for immediately notifying the District Placement Officer of the COH and, if appropriate, the City-wide Program Office.

10. The special education student will be removed from the school register by the pupil accounting secretary when the principal receives authorization from the District Placement Officer or the City-wide Program Office.

11. The pupil accounting secretary will complete Form U (Student Data Base Update) and send it to Metrolab.

12. The special education site supervisor will periodically review attendance roll books to insure compliance with attendance procedures.

PROCEDURES REGARDING DISCHARGE
OF "NOT FOUND" STUDENTS"

1. When the Bureau of Attendance has exhausted all efforts to locate absentee students, it must notify the school through the attendance coordinator that the pupil is "not found" and authorize discharge according to mandated procedures.

   a. The Bureau will send a copy of Form 407 to the school attendance coordinator outlining the steps taken to insure that every effort was made to locate the student.

   b. Only the Bureau of Attendance is empowered to authorize a "Not Found" discharge. The district supervisor must sign off on any "Not Found" discharges.

2. When the special education teacher receives notice that the student is "Not Found" and is to be discharged, the special education teacher will prepare Form F-3 "Change of Pupil Status" and forward it to the special education site supervisor.

   The site supervisor will approve and sign off on the form and forward it to the District Placement Officer of the COH and the City-wide Program Office, if appropriate.

PROCEDURES REGARDING TRUANT
SPECIAL EDUCATION STUDENTS

1. Where a child is found to be truant (i.e., has a pattern of unexcused absence), the Bureau of Attendance should exhaust its procedures to foster regular school attendance. Special education personnel, COH, the School Based Support Team, and other parties with similar knowledge should also be available to provide attendance personnel with necessary information.

2. If, after the involvement of the Bureau of Attendance, special education personnel, and the Committee on the Handicapped, a school-aged student fails to attend school regularly, the Bureau of Attendance must make a decision based on the State's Compulsory Education Law. The Bureau of Attendance will send a copy of its decision to the District Placement Officer of the COH and the City-wide Program Office, if appropriate.

3. If the student is over 17 and the parent gives written consent, the attendance teacher may authorize discharge on Form 407 and return the form to the school. An exit interview is necessary.

4. The same procedure should be followed as for the "Not Found" students, with the special education site supervisor informing the District Placement Officer and the City-wide Program Office, if appropriate, which authorizes discharge. Form U should be prepared by the school and sent to Metrolab.

5. Students are to be maintained on class register pending a resolution of the case by the Bureau of Attendance, or until they are placed on an LTA (Long Term Absentee) class register.

6. Problems of placement, program or referral which are affecting attendance should be submitted to the district, School Based Support Team and the COH by the site supervisor.

PROCEDURES REGARDING THE PLACEMENT
OF SPECIAL EDUCATION STUDENTS IN
LONG TERM ABSENTEE CLASSES

1. Special education site supervisors will maintain a Log of Non-Attending Students for each of the schools under their supervision. The supervisor will also check roll books to insure that every long-term absentee is reported to the District Placement Officer and the City-wide Program Office, if appropriate.

2. The special education classroom teacher must report the names of students who have not attended school for fifteen (15) consecutive days to the school attendance coordinator and the special education site supervisor. Any student who has not reported to class since the first day of school should be included.

3. These students should have been reported at the beginning of their absence to the school attendance coordinator and the Bureau of Attendance, and the Bureau of Attendance should have an investigation underway by the time the student is placed on an LTA class register. The special education site supervisor must verify that a Form 407 absentee referral has been sent to the Bureau of Attendance before placing a student on the Log of Non-Attending Students.

4. The District Placement Officer should make a determination as to placing another student in the class once the absentee student has been placed on the Log of Non-Attending Students.

5. If the long-term absentee returns to school, he/she should be referred to the District Placement Officer of the COH.

PROCEDURES REGARDING SPECIAL EDUCATION STUDENTS
WHO HAVE NEVER APPEARED FOR CLASS

1. At the beginning of the school year, or at any time during the school year, when a special education teacher is informed that a new student is authorized to attend his/her class and that student does not appear within 10 days, the teacher will inform the attendance coordinator and the site supervisor.

2. The site supervisor and the attendance teacher who is assigned to investigate the case will determine if the student is continuing to attend the non-special education school or class from which s/he was referred for evaluation and placement. If so, the student's parents and school principal will be advised of the authorization for the pupil to attend the special education program.

3. If the student is not found in the non-special education school or class from which s/he was referred for evaluation and placement, regular attendance procedures will be followed to locate the pupil. If the pupil is located in another school, the student's parents and school principal will be advised of the authorization for the pupil to attend the special education program. If necessary, a change of special education site will be arranged. If the attendance investigation results in a discharge, the special education teacher, site supervisor, and District Placement Officer will be notified, so that the special education placement may be rescinded.

PROCEDURES FOR SUSPENSION OF
SPECIAL EDUCATION STUDENTS

(Excerpted from Special Circular #30, 1978-79 - Dec. 11, 1978)

All possible school based alternatives and Special Education services should be explored to help children resolve their adjustment problems before suspension is considered. Available pupil personnel resources, guidance counselors, attendance teachers and School Based Support Teams assigned to meet pupil needs in Community or High School districts are appropriate in such matters.

If after all available remedial procedures have been applied, a pupil remains disruptive or maladjusted to the extent that s/he does not profit from instruction or that s/he prevents other pupils from learning, the pupil's educational placement should be re-evaluated. Each principal and teacher has a responsibility to identify pupils in need of help and to enlist the aid of the Committee on the Handicapped if re-evaluation is recommended.

Principal's Conference to Prevent Suspension:
Students in Special Education Programs

In the event of a repeated pattern of behavioral difficulty that is severe in nature and/or extensive in scope, the Principal must notify the Executive Director of the Division of Special Education through a special education supervisor for that district. A conference will be immediately scheduled with the Principal, parents and appropriate DSE representatives which may include the Special Education Supervisor, clinical and/or other pupil personnel staff assigned to the Special Education program attended by the student.

The purpose of the conference is to provide an opportunity for the principal, parents, teachers, counselors and the Division of Special Education Supervisors, to better understand the needs of the student and to plan educationally for the student's benefit. The conference is for the purpose of sharing information and problem solving, and is not to be an adversary proceeding.

Principal's Suspension:
Students in Special Education Programs

In the event of a major behavioral incident that presents a clear and present danger of physical injury to self or others and which requires the special education student's immediate temporary removal from the school, the Principal will see to the supervision of the student until the close of the school day, or the arrival of the person in parental relation to the pupil.

The designated representative of the Executive Director of DSE and the Community Superintendent shall be advised immediately of any emergency suspension by telephone or telegram and the specific reasons thereof.

N.B. - Revisions for the suspensions Circular are currently in process.

TRANSPORTATION REGULATIONS

P.L. 94.142 mandates transportation as a related service of special education.

The special education teacher plays an important role in the transportation program of special education children to and from school and during field trips. This includes: classroom instruction and follow-up on arrival and dismissal routines, appropriate behavior which children must demonstrate while on the bus, the leadership roles of the driver and matron, and correct responses to emergency and/or safety drills. The teacher must also be knowledgeable about current regulations and procedures instituted by the Bureau of Pupil Transportation.

I. Regulations

A. Bus service is temporarily discontinued when a child is absent for an extended period. Parents should notify you when the child is ready to return. The teacher is responsible for informing the bus driver when a recuperated child is ready to return to school.

B. The bus escort is required to assist the child only to the front door of the school. The teacher is responsible for the child from that point on. Bus schedules are dependent upon classes meeting the buses on time.

C. All complaints about the bus service will be made by the parent to the teacher.

First: The teacher should speak to the driver and/or the escort.

Second: The principal should contact the dispatcher at the appropriate bus company.

Third: If no satisfactory response results, the principal should contact the Bureau of Pupil Transportation at 392-8855.

Fourth: If the adult designated by the parents to receive the child at the time s/he is brought home from school by bus is not present, the bus driver or escort is to notify the garage dispatcher immediately. Using the emergency telephone number which each parent has been instructed to

supply to the bus driver, the company will attempt to contact a responsible person to receive the child. If no one can be found to receive the child, he will be taken to the local precinct house, or the garage.

II Procedures for Class Trips

A. Public Transportation

1. City Buses

There are no passes provided for free transportation on city buses.

2. Subways

Subways may be used free of charge for any class trip. Request group transportation certificates for use on the subways. Be prepared with the date of the trip, destination, station entering the subway and exiting the subway.

B. School Buses

1. Beginning November 1, 1980, school buses will be available five days a week for educational trips to museums, places of interest, etc., within various parts of the City limits. Because these buses must meet the primary obligation of providing transportation to and from school for regular school sessions, their availability for field trips is limited to the hours between 9:30 a.m. and 1:30 p.m. In planning field trips, teachers should take into account the distance to be traveled, and the ratio of travel time to time spent at the destination. Field trips in which more time will be spent in travel than at the site to be visited should be avoided. For some long trips, subways may be the faster means of travel.

2. Field trip service is provided without charge to the school except for the payment of tolls and parking fees. These must be paid by the teacher in charge of the trip.

3. It is essential that school personnel who plan trips understand that the vehicle must depart from the site of the field trip with sufficient time to return to their school no later than 1:30 p.m. If the class on the trip does not arrive at the bus in time to return to school to meet the schedules, the bus driver may be required to leave without the pupils.

4. Teachers should carry a sufficient amount of money with them to enable them to get the pupils back to school by public

transportation in the event that they do not board the bus in time to arrive back at school in accord with the above hours. However, if a field trip is planned which can only use the contract bus one way, because the hours of availability of these buses are too limited, and if the rapid transit system can be utilized for the return trip to the school, a group transportation certificate for use on the subway system can be obtained from the district office. Use of this certificate involves no cost to the school or pupils. Due to the severe limitations in the number of field trip buses available, the Bureau of Pupil Transportation strongly urges classes to use group transportation certificates both ways for as many field trips as possible.

5. The number of trips scheduled on any given date will be dependent on the number of vehicles available. All trips will be scheduled according to the Board of Education calendar, with the exception of clerical half-days and Open School Week.

6. Request for buses for field trips should be received by the Bureau of Pupil Transportation Field Trip Office three weeks prior to the date of the trip. Field trip request forms and instructions will be forwarded to Special Education teachers.

III. Emergency Drills on School Vehicles

A. The regulations of the Commissioner of Education, as well as the Education Law, require that three emergency drills be conducted on each school bus during the school year. The first emergency drill is to be held during the first week of the fall term. The law further states that the instruction and the conduct of the drills shall be given by a member or members of the teaching staff.

B. To assist teachers in conducting these emergency/safety drills to be held during the first week of school, the Bureau of Pupil Transportation has prepared the following:

GUIDELINES FOR CONDUCTING EMERGENCY/SAFETY DRILLS

1. Introduce the concept of an emergency to the children: that it is a dangerous situation requiring immediate action.

2. Review situations that create an emergency: fire, accidents, threat of explosion, bus in an unsafe position.

3. Show the children how to evacuate the bus safely.

   . Demonstrate opening the rear emergency door (by lifting the handle and pushing out), the operation of the emergency windows, and the location of the overhead escape hatch.

- Point out the location of the signs saying, "Emergency Door."

- Simulate the operation of fire extinguishers and the use of first aid equipment.

- Direct the children to exit from the front door of the bus in an orderly manner, walk approximately 100 feet away from the bus, and stand there for a short period of time as in a fire drill.

4. Review the emergency drill procedures with the children.

THE PARAPROFESSIONAL

Many Special Education classroom teachers now have the support of a paraprofessional. The role of the instructional aide is to assist the teacher with both educational activities and non-teaching tasks. Some of the paraprofessional's general responsibilities might include:

1. Taking attendance
2. Supervising arrivals and departures on buses
3. Supervising lunch periods
4. Distributing materials
5. Escorting children to support services and other out-of-class activities
6. Assisting in classroom activities
7. Assisting the teacher with discipline and crisis problems.
8. Assisting the teacher in reinforcing instruction by working with individual children while the teacher provides primary instruction
9. Assisting the teacher by working with small groups so the teacher can work with either individuals or a large group.

The classroom teacher should establish the job description with the paraprofessional after assessing the background and capabilities of the individual. It is important for the teacher to understand that each paraprofessional comes to the classroom with different levels of educational preparation and classroom experience. Educationally, some paraprofessionals will have had the five day Introduction to Special Education Training Session conducted by SETRC. Others will have varying levels of college education, either appropriate or inappropriate to working with the child with special needs.

In addition to establishing the job description for the paraprofessional, the teacher has the responsibility for on-going supervision, training and evaluation of the paraprofessional's performance. This can be accomplished through the establishment of both an informal and formal system of communication between the teacher and the paraprofessional. Informally, the teacher and paraprofessional should develop a relationship for daily sharing of educational goals and expectations for each student. Formally, the teacher should plan

specific, pre-planned conferences on a regular basis, encompassing the following areas:

1. Introduction to the classroom and the school and the roles and responsibilities of both the teacher and the paraprofessional.
2. Co-participation in daily and long-range planning of instructional and behavioral objectives for students.
3. On-going education of the paraprofessional, by the teacher, of the methods and materials needed by the classroom assistant to be an effective participant in the education process.
4. Teacher and paraprofessional assessment and evaluation of the paraprofessional's role, and constructive assistance for improvement, if necessary.

The inclusion of the paraprofessional into the special education classroom can be a productive, rewarding experience for the teacher, the paraprofessional and the students. However, for this to occur, both the teacher and the paraprofessional must accept responsibility for making positive contributions towards an effective working relationship and environment.

MANDATED AFTER SCHOOL WORKSHOPS

Teachers of special education classes must abide by collective bargaining agreements concerning After School Workshops.

Newly assigned teachers in the Division of Special Education, including experienced teachers who have not previously taken a Mandated Course are required to do so. This course is a comprehensive survey course on Special Education. Diagnostic and prescriptive techniques will be discussed along with remedial methods and activities. Focus will be on IEP development and implementation. Although priority is given to new teachers of the handicapped, this course is also offered for 1 "D" credit to other Board of Education teachers (14 hours).

All SETRC courses are open to professionals, paraprofessionals and parents in the New York City education community. All courses run from 3:15 to 5:15 or 4:00 to 6:00. COURSES USUALLY BEGIN THE THIRD WEEK OF SEPTEMBER. For further information call: 686-6120 or 6121.

Location Codes

(M)	SETRC MANHATTAN	400 First Ave.	686-6120
(X)	SETRC BRONX	P.S. 68 4011 Monticello Ave.	325-7231
(K)-1	SETRC BROOKLYN	Edw. R. Murrow H.S. 1600 Ave. L	258-0188
(K)-2	SETRC BROOKLYN	P.S. 81 990 DeKalb Ave.	574-2365
(Q)-1	SETRC QUEENS	P.S. 201 65-11 155th St.	359-7107
(Q)-2	SETRC QUEENS	CMHC 61-25 Marathon Pky.	224-8060
(R)	SETRC STATEN ISLAND	OTC 155 Thompkins Ave.	273-7800

REGISTRATION FORM

NAME_____POSITION_____

HOME ADDRESS_____ZIP_____

HOME PHONE_____SCHOOL OR AGENCY_____

SCHOOL OR AGENCY PHONE_____TEACHING LICENSE_____

NYC FILE #_____SOC. SECURITY # _____

I WORK FOR A PRIVATE_____OR PAROCHIAL_____SCHOOL. (CHECK ONE)

COURSE TITLE_____COURSE LOCATION_____

Return this form to: In-Service Course Coordinator, Manhattan SETRC,
400 First Avenue., New York, N.Y. 10010

3. CLASSROOM MANAGEMENT AND INSTRUCTION

The Teacher's First Day
The Children's First Day
Developing a Class Profile
Reading Skills
Math Skills
The Individualized Education Program
Participation in Regular Education Programs & Services
Communicating with Parents
Standardized Testing
Managing Classroom Behavior
SETRC

THE TEACHER'S FIRST DAY

I. Before the first day with the children, obtain the following information from the appropriate school supervisor or an experienced teacher.

A. The school pattern for the arrival and dismissal of children (time, yard lineup, routing and escorting of classes, etc.).

B. Fire drill procedures - designated route, staircase order of exiting classes, signals. Fire drill charts should be filled in and posted in your room.

C. The meaning of various school bells and gongs. Teachers should know the length of periods and time allowed for class changes.

D. Rules and procedures for:

1. Obtaining materials.

2. Reporting illness or accidents to children (including the nurse's schedule).

3. Receiving visitors to classrooms (passes or indication that they have been sent up officially).
No student may be taken from the school without the written consent of the principal.

4. Arranging for lunch

a. school lunches - paid or free.
b. bag lunches from home.

E. The support personnel available (speech therapist, nurse, school based support team, resource room teacher, etc.).

II. Familiarize yourself with the school building.

A. numbering of rooms

B. stairways and exits

C. lunchrooms

D. auditorium

E. toilets

III. Examine the records and IEP's of your pupils and determine:

A. Maturity level

B. Reading level

C. Math level

D. Special health problems

E. Appropriate curriculum areas for initial instruction

IV. Be prepared with:

A. Roll book in the desk drawer

B. Record cards in teacher's locker

C. Anecdotal record book to maintain records of pupil progress, home contacts and unusual behavior.

D. Chalkboards which are clean and have official date posted.

Class_____ Teacher (Name printed)_____
Register_____ Date_____
Attendance_____
Absentees_____

Daily schedule should be clearly printed on the chalkboard.

E. Lesson Plans and time schedule of activities for the first two weeks.

F. Materials

1. A tentative room arrangement with a flexible seating plan.

2. Paper, books, and other materials needed for opening activities.

3. Materials for pupils' individual work folders.

4. Room pass, out of room book.

G. Room appearance

1. Set up clearly labeled centers of interest - i.e., reading corner, arts & crafts center, library, etc.

2. Cover bulletin boards with colorful paper.

3. Arrange tables and chairs for maximum visibility of chalkboard and to give pupils "their own space."

4. Arrange closets so that they are neat and supplies can be reached easily.

5. Be sure light fixtures, windows and shades work properly. Notify custodian if repairs are needed.

H. Organize a record-keeping system for School, Region and Division correspondence. Keep a folder for:

- School memoranda
- Regional memoranda
- Division of Special Education memoranda
- Parent correspondence
- Children's records
- IEP's
- Lesson plans

THE CHILDREN'S FIRST DAY

I Personal Rapport

A. Introduce yourself to the class. (Point out your name on the board.)

B. Smile often.

1. Show that you have a sense of humor, but never at the expense of any child.

2. Make the children feel you are happy to be spending the school year with them and that they are welcome.

C. Keep your voice soft. (Let your classroom be your living room.)

D. Be firm in establishing and maintaining routines.

1. Do not accept an answer when a child calls out.

2. Repeat; "We do not call out in class."

E. Remember that children will respond best to discipline that is consistent and fair. (Whenever you are not certain about a matter of discipline, inform the class or student that it will be discussed later in the day as you wish to think about it.)

II Class Routines

A. Assign seats in accordance with your tentative plan and check on the suitability of the layout.

B. Take attendance from attendance book and determine:

1. Accuracy of addresses, telephone numbers and apartment numbers. Ask the students to tell you this information, as a check. (Do not tell the student.)

2. Make any necessary changes.

3. Refer any student unaccounted for (or problems) to your supervisor.

C. Discuss classroom rules for good management. Do not have too many regulations, but do be consistent about those you wish to maintain.

1. Develop traffic patterns which will reduce the intrusion of pupils in each other's space. Point out the aisles that the children should use going to and from the closet, the front door, etc. Once taught, insist the traffic go as directed.

2. Set up housekeeping routines, assign monitors to specific duties. Demonstrate proper techniques for chores.

D. Explain to the children how you expect them to behave.

1. Discuss with them how best to maintain good behavior in class. Set individual standards. Ask them for suggestions.

2. Set up out-of-class behavioral standards, for lunchroom, hallways, bathrooms, trips, buses.

3. To avoid depreciative labeling of behavior, establish standards for being "a student". For example, the students, with the help of the teacher, could develop their own guidelines for proper behavior. These guidelines could then be posted in a prominent place in the room.

Being a Student

"Our Rules"

1. We stay in the room.
2. We stay in our seats.
3. We keep funny noises at home.
4. We use good language.
5. We do not fight.
6. We raise our hand to speak.
7. We are friends.
8. We mind our own business.
9. We only touch our own things.
10. We walk quietly in the halls.
11. We do our homework daily.
12. We don't talk back.
13. We keep our desks neat and the room clean.
14. We behave in the auditorium and gym.

When a youngster does not follow these guidelines, he can be reminded that he is not being "a student", rather than being labeled as "bad".

III General School Routines - (The following routines are to be developed according to the ability of the group to absorb the information or as the need arises.)

A. Explain hours of arrival and departure. (J.H.S. students copy this information with their schedule or program from the board.)

B. Explain line-up procedures and special bad weather instructions.

C. Show children staircases to be used, special places, and lavatories.

1. Explain how out-of-room book is to be used.

2. Explain the necessity for passes.

3. Remind students to return promptly from errands, visits to the lavatories, etc.

D. Explain Fire Drill regulations.

1. Discuss reasons for Fire Drills.

2. Discuss standards expected for Fire Drill behavior.

3. Walk the class down the stairs to your Fire Drill location.

E. Explain Emergency Shelter routines.

F. Explain lunch room procedures to children (which lavatories to use, etc.).

IV Curriculum

A. Write on board and have the students copy a list of school supplies to be obtained. This may include writing implements, notebooks, crayons and any other special materials you may wish the students to have available.

B. Demonstrate the proper heading for written assignments: school, class, date, name.

C. Distribute textbooks

1. Have the students fill in book labels and a book receipt for each text received. (Your master list should include a number and the condition of the book.)

2. Give a date by which time all books must be covered.

3. Discuss proper care of books and other school property.

TEACHER'S CHECKLIST

CLASSROOM MANAGEMENT

Where questions are applicable to your needs, rate your needs, rate your own strengths and weaknesses.

1 = Very Strong
2 = Acceptable
3 = Fair
4 = Weak
5 = Needs Improvement Badly

	1	2	3	4	5
Arrival Routines					
Are the children instructed in bus safety rules?					
Are the children met as they leave the school bus?					
Do children line up before they enter the building?					
Do they know procedures of walking to the classroom?					
Do children line up quietly before they enter the room?					
Opening the Day					
Do children know routines for:					
coming into the classroom?					
hanging up outside clothing?					
putting away books and possessions?					
starting work?					
Have you:					
assigned each child a cubby or closet hook?					
assigned each child a desk?					
delineated each child's "personal space?"					
required that personal space be kept neat?					
prepared assignments for the children when they enter the room?					

	1	2	3	4	5
taken attendance?					
checked for illnesses or health problems?					
checked for cleanliness and neatness?					
Daily Routines					
Do you follow a consistent daily routine?					
Do children know what to expect during the day?					
Do you inform children of anticipated changes?					
Do you have set procedures for toileting?					
leaving the room?					
pencil sharpening?					
distributing paper, supplies?					
Do monitors know how and when to do their chores?					
Do you rotate monitor appointments fairly?					
Do children know routines for changes of activity?					
Do children know and regularly follow clean-up procedures?					
Do you remember to open a window (from the top) if the room gets stuffy?					
Do you check the room for health and safety hazards?					
Work Breaks and Recess					
Do you schedule regular opportunities for movement during the day (Stretch breaks, play time, gym)?					
Are long work stretches broken up with alternate activities?					
At snack time, do you have procedures for: sending for or receiving snacks?					
seating children for snacks?					
serving snacks?					
cleaning up after snacks?					
returning to work or activity?					
Do children know rules and routines for supervised play?					
Are children aware of time allotted for play?					
Do children know how to use and care for equipment, toys, games, supplies used in play?					
Do you offer children limited choices for free time?					
Lunch Time					
If children eat in the lunchroom, do they know procedures for: sending for or receiving lunch?					
distributing lunch?					

	1	2	3	4	5
taking assigned lunch locations?					
observing table manners?					
cleaning up after lunch?					
moving to post-lunch activity?					
If children have a post-lunch play period:					
do they know areas for play?					
do they know what games, activities, toys, etc. they may use?					
are they told when play time is about to end?					
do they know how to clean up after play?					
During rest period:					
is each child assigned a cot, mat or spot?					
do you monitor time to prevent restlessness?					
do you use a quieting exercise, e.g. story?					
do rest spots prevent inappropriate body contact?					
Dismissal					
Do children have a clean-up time at end of day?					
Do you wait for physical and behavioral order before dismissing?					
Do you have routines for packing and dressing?					
Do children have set routines for lining up and moving to the bus?					
Do you escort each child to the bus or dismissal point?					

DEVELOPING A CLASS PROFILE

A carefully defined Class Profile is a desirable tool for the management of learning and behavior. The Profile is the sum of the individual student assessments. Individualized instruction, a means to more effective classroom management, can best be implemented by using the Class Profile. Similarities and differences of students, be they strengths or weaknesses, become apparent. The resulting categorized information assists in maintaining an ongoing flexible instructional program.

Suggestions are presented to help teachers review their knowledge of student assessment and provide individualized instruction.

Finding the Time

Individual assessment may seem difficult to obtain in a class where all the children require attention. However, the following suggestions should help:

1. Assess for 10 to 20 minute intervals, while the remainder of the class is occupied.

2. Those students not being assessed may be occupied with:

   - individual writing or reading
   - special project assignments
   - film or tape presentations

3. Incorporate teaching and evaluation. Basic instructional activities themselves are suitable assessment tasks. For example:

   - during Show and Tell, determine which students are having difficulty remembering a sequence of activities.
   - during gym or play period, determine which students are having difficulty with basic perceptual and motor skills.
   - use pre and post testing information.

4. If a paraprofessional or volunteer is available, elicit his/her aid.

5. Utilize non-instructional periods during the day. For example:

   - before or after lunch
   - between class periods

Hints for More Successful Observations and Assessments

1. Select an area which is free of distractions and conduct your assessment during the time of the day when your student's responses are at his/her best.

2. Explain the reason for assessment.

3. Establish a report format.

   - A commonly used method is a check list form, listing the type of task with space for additional comments.

4. Write as little as possible during the assessment.

   - Recording your observations after the child leaves the area may prove less disturbing to his/her performance.

5. Record all information.

   - Meaningful estimations may not become apparent until the assessment is complete. For example, a consistent response of "I don't know" may suggest the student's lack of self-confidence or his/her unwillingness to participate instead of reflecting a lack of knowledge or skills.

6. Begin with simple tasks that a child can easily perform.

7. Return to simple tasks when the child meets with repeated failure.

8. Determine the length of time an individual is capable of working at a given task.

   - Keep in mind that the length of time often changes as the type of activity changes (pencil and paper task vs. motor task).

9. A simple modification can change the presentation of any task to a more socially acceptable and age appropriate level. For example, based on your observations, you may be concerned that an adolescent student has a discrimination problem. Instead of asking an older student to match and sort beads or pegs, you may wish to ask this student to match and sort a deck of playing cards. The process which you are observing is the same but the presentation of the task is adjusted to coincide with the particular student.

10. Commercially prepared tests provide additional aids for the development of tasks appropriate to your student's capabilities.

11. Throughout the assessment, look for and record reactions which may help or hinder the student's academic and social progress. Does the student:

    - respond in a friendly, relaxed manner?
    - become tense when "academic type" materials are presented?
    - appear sullen or overeager to please?
    - need occasional or constant assurance that work is right?
    - respond equally to concrete and abstract materials?
    - ask pertinent or irrelevant questions?
    - present mannerisms (grimacing, turning away, rocking, hair twisting)?

What To Look For in a Response

It is important to remember that you are trying to establish, through systematic observation and assessment, a child's particular level of functioning. It is not always what the child does but how the child does it that sometimes reveals the most valuable information. Being familiar with assessment tools and materials before the assessment begins will enable you to focus on the child's responses during the assessment or observation.

1. When a student cannot perform a task, determine which aspect of the task prevented the performance. Alter the task and present it again.

2. If the student is still unable to perform the task, alter the task to the level which will produce some response.

3. If the student performs the original task after a slight alteration, note the alteration. For example, a student may have difficulty performing the task because the language used in the original directions was too difficult to remember.

4. Note the strategy used in responding. Observe whether the student verbalizes the question to him/herself before answering or responds with what seems to be the quickest answer.

5. Accept a degree of variation in the quality of response from one task to another. Frequently, children with learning problems will display adequate performance on one task and inadequate performance on another task which assumes much of the skill shown before. Sometimes it is the inability to generalize or transfer skills and knowledge to other situations which creates an academic disadvantage.

Lastly, the performance of children with learning problems will vary from day to day. Any one day's performance may not be the best indicator of what has been learned. He or she may not be performing well due to a lack of motivation rather than a lack of knowledge. For these reasons, the most efficient evaluation should be on-going.

READING SKILLS

The following materials in the area of reading have been developed by SETRC personnel. These guide lines may be used for reference and assitance in evaluation and planning.

I Basic Skills in Reading

- A. Readiness
- B. Word Identification
- C. Oral Prose Reading
- D. Silent Prose Reading
- E. Comprehension
- F. Study Skills

II Reading/Language Programs on the Elementary Level

III Reading Survival Strategies for the Older Child

BASIC SKILLS IN READING

	Teach	Mastery
A. READINESS		
1. Auditory Skills		
a. recognizes sounds from the environment		
b. discriminates sounds that are same/different		
c. recognizes consonants in initial/final position		
d. recognizes rhymes		
e. extends auditory memory		
f. blends sounds into words		
2. Visual Skills		
a. reads his/her own name		
b. notes details in pictures		
c. recognizes and names colors		
d. discriminates colors		
e. recognizes letters		
f. discriminates letters		
g. extends visual memory		
h. follows left-to-right progression		
i. uses word configuration clues		
j. expands sight vocabulary		
B. WORD IDENTIFICATION		
1. Phonic Analysis - decodes using sound/symbol relationships		
a. initial/final consonants		
b. initial consonant blends (bl, br, sn)		
c. consonant diagraphs (sh, ch, wh, th)		
d. medial short vowels		
e. long vowels		
f. long vowels followed by consonant and silent /e/ (cane)		

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	Teach	Mastery
g. double vowels (rain)		
h. r-controlled vowels (far)		
i. dipthongs (ou, ow, oi, oy)		
2. Structural Analysis - decodes using structural parts of word		
a. compound words		
b. contractions		
c. verb forms (walking)		
d. adjective forms (faster, fastest)		
e. syllabication generalizations		
- auditory syllabication		
- syllable number = number of vowels		
- suffixes/prefixes as separate syllables		
- hyphenated words		
- compound words		
- double consonants (not blends or digraphs)		
- single consonants		
f. prefixes, suffixes, roots		
g. accenting principles		
C. ORAL PROSE READING		
a. maintains order of words in sentence		
b. phrases accurately		
c. applies punctuation		
d. reads at appropriate rate with fluency		
e. reads with adequate volume and expression		
f. maintains place in text		
g. uses context clues		
h. self-corrects errors		

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D. SILENT PROSE READING	Teach	Mastery
a. reads at appropriate rate		
b. reads without lip movement or vocalization		

E. COMPREHENSION

	Teach	Mastery
1. Literal - identifies information explicitly stated in the text		
a. identifies the stated main idea		
b. recalls and identifies specific details		
c. answers "who, what, when, where" questions		
d. identifies pronoun referents		
e. identifies stated chronological sequence		
f. uses picture clues to gain information		
g. identifies stated cause/effect relationships		
2. Interpretive - identifies information implied in the text		
a. identifies the implied main idea		
b. uses information to draw a conclusion		
c. uses information to make generalization		
d. uses information to predict outcome		
e. uses information to sequence event		
f. identifies character's traits and motives		
g. distinguishes information as fantasy/reality		
3. Evaluative Level - applies information		
a. determines author's purpose		
b. distinguishes fact/opinion		
c. judges characters/events		
d. appraises selection critically		
4. Vocabulary Development - derives word meaning		
a. synonyms		
b. antonyms		

	Teach	Mastery
c. homonyms (sea, see)		
d. figures of speech/idioms		
e. sensory appeal (figurative language)		
f. context clues		

F. STUDY SKILLS

	Teach	Mastery
1. Locating and Selecting Information from a Book		
a. defines and locates title/author		
b. uses table of contents		
c. uses the index of a book		
d. uses the introduction, preface, and foreword to determine the author's purpose		
e. uses the copyright page		
f. uses the glossary		
g. uses the bibliography to locate other sources of information		
h. uses the encyclopedia		
i. uses the library card catalogue		
2. Dictionary Skills		
a. alphabetizes letters/words		
b. estimates appropriate sections of the dictionary		
c. uses guide words		
d. uses the dictionary to find meanings of unknown words		
e. selects correct meanings to suit particular contexts		
f. uses dictionary markings		
g. uses inflected/derived forms designated in the dictionary		
3. Organizing Information		
a. takes notes		

	Teach	Mastery
b. classifies information into categories		
c. outlines information with topic/sub-headings		
d. outlines information with main idea/supporting detail		
e. summarizes information from another source		
f. summarizes information from two sources		

4. Other Information Skills

a. uses an almanac		
b. skims for a purpose		
c. scans for accurate detail		
d. uses chart graphs		

Prepared by: Pia Durkin
Rhoda Frumkin

READING PROGRAM - ELEMENTARY LEVEL - 60 minute period

-- Sample reading program designed for three groups
-- Each group participates in teacher directed, small group, and individual activities during one complete reading period.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Teacher directed (instruction level	Comprehension - Teacher directed activity	Word Analysis/ Spelling -Teacher directed -Supervised practice	Comprehension - Supervised practice	Word Analysis/ Spelling - Application	Comprehension - Application
Small group learner directed (independent level)	Word Analysis Spelling -Blackboard baseball -Anagrams -Bingo	Comprehension -Radio & TV shows -Riddles -Charades -Conducting surveys	Vocabulary development -Bingo (word and meaning) -picture dict. -Brainstorming words.	Comprehension -sequence and language cards -role playing -making paper filmstrips	Word Analysis/ Spelling -word wheels, flip cards -flashcard games -word dominoes
Individual learner directed (independent level	Comprehension -cloze exercises -unfinished stories -solving mysteries	Word Analysis Spelling -crossword puzzles -cloze exercises -word wheels, flip books	Word Analysis Spelling -Rebus stories -Filling in missing letters -find-a-word	Vocabulary development -word file or scrapbook -categorizing -riddles -expanding sentences	Comprehension -writing titles, headlines -illustrating stories -cartoons

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LANGUAGE ARTS PROGRAM - ELEMENTARY LEVEL - 30 minute period

Functional Reading/Writing	Listening/ Speaking Skills	Creative Writing	Functional Reading/Writing	Mechanics of Writing/Reading
- Newspapers - Want-ads - Menus - Maps - Store circulars	-creative drama -literature, poetry -oral reading -story telling -following directions -telephone skills -interviewing	-Language exper. -Pictures, rebus -Cartoons -Writing plays, talk shows -Newspaper reporting -Biographies- past-pres-future -Story starters	-Friendly letters -Business letters -Reports -Applications -Invitations	-Vocabulary/ concept devel. -Grammar -Sentence structure/syntax -Paragraph development -Composition development -Study skills

Prepared by: Rhoda Frumkin

Reading Survival Strategies for the Older Child

Reading the Newspaper - Every newspaper contains a variety of information. The daily newspaper can be a major instructional source for the older child. The newspaper is not considered "kid stuff" since practically every adult is seen reading one. Children can be encouraged to buy the newspaper on their way to school. It is best to use a newspaper that is familiar to the children. Once the basic strategies have been acquired, two or more newspapers can be compared in regard to the same content.

The content of a newspaper generally consists of:

a) news stories - factual, interpretive, speculative
b) human interest stories
c) opinion articles - editorials, essays signed by columnists
d) sports stories
e) business and financial articles
f) entertainment articles - news, reviews, time tables
g) comics and puzzles
h) weather reports/forecasts
i) advertisements

Most newspapers organize the content fairly consistently from day to day. News stories and feature articles are usually in the front of the paper. The beginning paragraph of each article usually contains the new information and answers the five W's (Who, What, When, Where, Why). Further in the article is written information that was previously reported.

Suggestions for using the newspaper in the classroom are:*

1. Daily words that are related to science/social studies topics can be located in the newspaper. Since these words are used in content, additional meanings can be reinforced.

2. Photographs, maps, charts, and diagrams are used widely in newspapers and can supplement graphic displays in content area textbooks.

3. Political cartoons and articles can be used to show how "facts" found in textbooks and encyclopedias have relevant meaning.

4. The table of contents, radio, TV, and movie schedules can be major specific information locators.

5. Advertisements and reviews can be discussed critically.

6. The business pages, sports sections, and recipe columns can reinforce the utility of math skills in daily living.

7. Children can develop a sense of the way news stories are organized. News writers often use the same techniques in reporting information.

8. Headlines can be used to develop the uses of figurative language, puns, and connotations. Children can locate the information in a story that was used as a basis for the headline. They can also be encouraged to write their own headlines for stories in the newspaper.

9. Letter-writing can be encouraged to answer a job advertisement, an editorial, a mail order ad. Children can write to prominent political and entertainment figures regarding information read in the newspaper.

10. Understanding of propaganda techniques can be developed regarding advertised products.

*SOURCE: Developmental Reading; A Psycholinguistic Perspective - Hittleman, Daniel, 1978.

Reading Signs - For obvious safety purposes, sign reading should be directly taught to the older child who may have severe reading problems. Because of the handicapped child's inability at times, to understand logical consequences (Danger - Do Not Enter) the teacher should reinforce the sign words frequently and discuss the reasons for them.

Some of the more frequently used signs are:

Men	Women	Do Not Touch
Caution	Stop	Quiet Hospital Zone
Don't Walk	Walk	Escalator
Danger	Do Not Enter	Elevator Signs
Watch your step	Out of Order	Bus Stop

Children can be encouraged to make note of other signs they see during daily activities.

Reading a Menu - Menus can be motivating sources for reading instruction since most older children find menu reading relevant to their daily living. It is also another important survival skill for handicapped children to learn to cope with the immediate "reading world." Certain key words (that are common to all menus) should be emphasized: beverages, sandwiches, desserts, side dishes, etc. Phonics and structural analysis can be taught through the menu items. Children also learn to scan for specific information through menus. They can compile their own individual word lists from menus they come into contact with each day. Menu reading is done in conjunction with Math life skills. Children can also be encouraged to plan their own menus.

Reading a Schedule - As children become more independent they need to be able to read bus, train and other related time schedules to travel. This too can be taught as a life skill in Math related to time concepts. Words and abbreviations that are consistent in schedules are: the days of the week, the months of the year, A.M., and P.M. Older children can again be encouraged to write schedules for school activities, sports events, awards day, etc.

Reading Information in a Phone Booth - This skill should be taught directly to all handicapped children and emphasized to the older child. Words as:

Listen for Tone	Long Distance Directory Assistance
Deposit Coins	Operator Assistance
Local Calls	Emergencies -- Police, Fire

should be taught along with direct experience with the actual phone booth. The New York Telephone Company provides a Teletrainer Service in which regular and pay telephones are brought to schools and the children can be trained by personnel from the company to use the telephone properly.

Other related reading life skills can include:

1. reading information on vending machines-- deposit quarters, nickels, dimes, change, below, select

2. reading a rates and fare schedule -- between, passengers, maximum fare

3. reading nutritional information on a food package ___oz., serving size, calories, servings per container, carbohydrates, fat, vitamins, you pay unit price, diet

4. reading an advertisement -- sale, refund, special, regularly, tickets

5. reading a map -- cities, towns, route (Rt.)

6. reading a want ad - no experience necessary, send application only, no phone calls, P.T. (part-time, F.T., full-time)

Using a Newspaper Comic Strips*

Topic: SOCIAL ISSUES

COMIC STRIP: ROLE ANALYSIS
Select 4 or 5 comic strips from your local paper. Analyze them according to the criteria below for at least a 4-week period. Write a report which summarizes your findings, indicating what the comic strips are saying about the "American way" of life.

Occupations
1. What occupations do the male characters have?
2. What occupations do the female characters have?
3. Keep a list of the main characters for whom no occupation is mentioned.
4. If children or teenagers discuss future occupations, which jobs are boys interested in? girls?

Environment
1. What is the location of the action of each comic strip? (home office, parks, city streets, etc.)
2. In which of the above settings do women most often appear? In which settings do men most often appear?
3. In "home" or "family" settings, what activities are men engaged in? Women?

Dialogue
1. What topics are discussed in each comic strip (politics, education, the home and the family, etc.?)
2. What can you tell about the attitudes of the characters towards each other from the dialogue?
3. Who discusses what? (that is, can you make any generalizations about topics that women discuss? that men discuss? teenagers?)

*SOURCE: The Associated Press Newspaper Reading Skills Development Program, Project File copyright 1974 by AP Newsfeatures.

Prepared by,
Pia Durkin

MATH SKILLS

The following materials in the area of math have been developed by SETRC personnel. These guidelines may be used for reference and assistance in evaluation and planning.

I	Instructional Objectives for Number Readiness
II	Instructional Objectives for Sets
III	Instructional Objectives for Numeration
IV	Instructional Objectives for Addition
V	Instructional Objectives for Subtraction
VI	Instructional Objectives for Multiplication
VII	Instructional Objectives for Division
VIII	Instructional Objectives for Fractions
IX	Instructional Objectives for Decimal Fractions
X	Instructional Objectives for Percent
XI	Instructional Objectives for Measurement
XII	Instructional Objectives for Geometry
XIII	Instructional Objectives for Verbal Problem Solving
XIV	Instructional Objectives for Graphs

and

Manipulative Materials for Teaching Mathematics

I. Instructional Objectives for NUMBER READINESS	Teach	Mastery
1. Put classroom materials where they belong.		
2. Classify objects and then pictures according to color, size, shape, function, texture, etc. Only one attribute at a time.		
3. Classify objects according to 2 attributes.		
4. State verbally how 2 objects relate (e.g. pencil/paper) Verbalize the similarities and differences.		
5. Repeat (imitate) a design below a given design.		
6. Arrange objects according to size, color, height, temperature, etc. (without a model).		
7. Match a set of objects to another set of objects up to 9 (one-to-one correspondence) e.g., one for each		
8. Match a set of dissimilar objects with some relation to each other. (e.g., cup and pencil)		
9. Match a set of objects to another set, when one of the sets has been rearranged visually--i.e., either shortened or lengthened.		
10. Match a set of objects to another set of objects (one-to-many correspondence) (e.g. one cup for two saucers)		

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II. Instructional Objectives for SETS		
1. Identify equivalent sets and non-equivalent sets (up to 9).		
2. Identify the set which has more/less.		
3. Identify all the members of a set; some members of a set.		
4. Identify an empty set.		
5. Identify a union of two sets.		
6. Graphically symbolize the union of two sets.		
7. Form and identify a sub set from a given set.		
8. Identify the intersection of two sets.		

III. Instructional Objectives for NUMERATION	Teach	Mastery
A. Cardinal Numbers		
1. Count orally from 1-10.		
2. Identify a set (1-10) as having the same number, a greater number, fewer, or bigger/smaller, more/less.		
3. Recognize numerals visually (1-5; 6-10).		
4. Match the appropriate numeral with a set of objects. (1-10).		
5. Write the numeral to show how many in a set (1-10).		
6. Identify and write the numeral 0 to represent an empty set.		
7. Arrange numerals 0-10 in proper sequence.		
8. Identify and write the numeral before, after and in-between a given numeral, from 1-10.		
9. Place objects into groups of ten.		
10. Count by 10's to 90.		
11. Write numerals by 10's to 90.		
12. Write and state how many groups of ten there are and how many ones are left over, given any number of objects to 99.		
13. Match a 2 digit numeral to a set of objects, and identify the number of tens and ones in that numeral (e.g., 23 = 2 tens, 3 ones, 2 tens, 3 ones, = 23).		
14. Read and write number names and numerals from 11-19; 20-50; 50-99.		
15. Convert standard 2 digit numerals to expanded numerals. (e.g., 23 = 20+3)		
16. State the numeral before, after, in-between to 99.		
17. Identify the greater numeral, lesser numeral given a 2 digit numeral from 10-30; 31-50; 51-99.		
18. Identify a pair or couple.		
19. Count and write by 2's to 20; by 3's to 15' by 5's to 95.		
20. Count backwards by ones (10-0)		
21. Identify 10 tens as 100.		
22. Identify name and write hundreds to 500; to 900.		

III. Instructional Objectives for NUMERATION

	Teach	Mastery
A. Cardinal Numbers (Cont'd)		
23. Order by 100's to 500; from 600 to 900.		
24. Convert standard 3 digit numerals to expanded numerals. (e.g., 323=300 + 20 + 3)		
25. Group objects into hundred, tens, and ones.		
26. Recognize and write numerals up to 999.		
27. State the numeral before, after, and in-between to 999.		
28. Identify the greater/lesser numeral given a 3 digit numeral.		
29. Identify odd and even numerals to 20; to 100.		
30. Use the following symbols (> and <) to compare 2 numerals to 100.		
31. Count and write numerals by 2's to 100; by 3's to 36; by 4's to 48.		
32. Recognize Roman numerals I to X; XI to XX; XXI to XXXIX.		
33. Write and recognize Roman numerals from 1 to XXXIX.		
34. Round numbers from 1-99 to the nearest 10.		
35. Identify place value through 9,999.		
36. Identify place value through 99,999.		
37. Identify place value to millions.		
38. Write and recognize Roman Numerals XL-C.		
39. Round numbers to the nearest hundred or thousand.		
40. Count and write by: 6's to 72; 7's to 84' 8's to 96; 9's to 108.		
41. Identify and write place value to billions.		
42. Convert standard 4, 5 digit numerals to expanded numerals. (e.g., 63,891=60,000+3,000+800+90+1).		
43. Identify negative numbers. (e.g., -6).		
B. Ordinal Numbers		
1. Identify first/last.		
2. Identify the ordinal position of an object, using ordinal names of first through fifth; sixth through tenth.		

III. Instructional Objectives for NUMERATION

	Teach	Mastery
B. Ordinal Numbers (Cont'd)		
3. Identify the object/picture that corresponds to the given ordinal number through tenth.		
4. Identify and match the written symbols (words) for ordinal numbers (e.g. first, second, etc.)		
5. Identify the abbreviations for ordinal numbers (e.g. 1st, 2nd, etc.)		
6. Identify ordinals 11th to 20th.		
7. Compute story problems requiring a knowledge of ordinal numbers.		

IV. Instructional Objectives for ADDITION

1. Use addition process in joining sets and state how many in all (altogether).		
2. State the complete number sentence when presented with the union of 2 sets of objects.		
3. Given an addition number sentence, construct a representation of that problem using objects (sums up to 5; to 10) and state the sum.		
4. Identify and state meaning of + and =		
5. State the sum of an addition expression presented horizontally (e.g. 2+3=) or vertically e.g., 2 +3 (up to 5; up to 10)		
6. Use number line to add two 1 digit numerals to 5; to 10.		
7. Add 0 to a numeral less than 10		
8. Add 1 to a numeral less than 10.		
9. Recall addition facts 0-10 by rote.		
10. Identify an addition problem as the inverse operation of subtraction.		
11. Add 3 one digit numerals; 4 one digit numerals whose sum is less than 10.		

IV. Instructional Objectives for ADDITION (Cont'd)	Teach	Mastery
12. Add two one-digit numerals whose sum is more than 10, less than 20.		
13. Add three one-digit numerals whose sum is more than 10, less than 20.		
14. Identify the missing addend (7 + □ = 10; □ + 7 = 10) to 10.		
15. Add 2 numerals which are multiples of 10 whose sum 90 or less. (e.g., 60 + 20 =)		
16. Add one 1-digit numeral to 10 (e.g., 10 + 4 =)		
17. Add a one-digit numeral to a two-digit numeral without regrouping, e.g., 23 + 2		
18. Add two 2-digit numerals without regrouping, e.g., 23 +14		
19. Add one 1-digit numeral to one 2-digit numeral regrouping ones as tens. e.g., 28 +14		
20. Add two 2-digit numerals without regrouping. e.g., 28 +97		
21. Check the sum of an addition problem by subtracting.		
22. Add two 3-digit numerals which are multiples of hundred. (e.g., 400 + 300 =)		
23. Add two 3-digit numerals without regrouping. e.g., 374 +213		
24. Use the commutative property of addition when performing an addition. (e.g., 2 + 3 = 5 and 3 + 2 = 5)		
25. Use the associative property of addition when performing an addition. e.g., 8 + (2+3) = or (8+2) + 3 =		
26. Add dollars and cents.		
27. Add three 2-digit addends, regrouping if necessary. e.g., 75 +89 46		
28. Add two 3-digit addends, regrouping ones as tens only.e.g., 648 +135		
29. Add two 3-digit addends, regrouping tens as hundreds only. e.g., 372 +195		
30. Add two 3-digit addends, regrouping twice. e.g., 372 +489		

IV. Instructional Objectives for ADDITION (Cont'd)	Teach	Mastery
32. Add two 4 or 5 digit addends, regrouping three times. e.g., 6958 +4765		
33. Identify sum and addend of an addition problem.		
34. Add five 1-3 digit addends with regrouping. 27 135 e.g. 207 422 59		
35. Estimate the sum of two numbers by rounding the addends and adding.		
36. Add any two numerals , regrouping as necessary.		
37. Add three or four numerals, regrouping as necessary.		
V Instructional Objectives for SUBTRACTION		
.. Use subtraction process in removing 1 subset from a larger set and state how many are left.		
2. State the complete number sentence when 1 subset is removed from a larger set.		
3. Identify and state the meaning of - symbol.		
4. Given a subtraction number sentence, construct a representation of a subtraction problem (from a sum up to 5; to 10) using objects and state the difference.		
5. State the difference of a subtraction expression presented horizontally (e.g., 5-2=) or vertically (e.g., 5 -2) Subtracting a 1-digit numeral from 5 or less, from 10 or less.		
6. Subtract 1 digit numeral from 10 or less when presented with both addition and subtraction examples in one assignment.		
7. Use number line to subtract 1 digit numeral from 10 or less.		

I. Instructional Objectives for SUBTRACTION (Cont'd)

	Teach	Mastery
8. Subtract 0 from a numeral up to 10.		
9. Subtract 1 from a numeral up to 10.		
10. Subtract 1 numeral from the same numeral (e.g., 7 - 7 =)		
11. Recall all basic subtraction facts up to and including 9 by rote.		
12. Identify a subtraction problem as the reverse of addition. (e.g., 5+3=8 ; 8-3=5)		
13. Subtract a 1 or 2 digit numeral from a 1 or 2 digit numeral less than 20 e.g., 19 -14		
14. Identify the missing set (numeral) 7 - ☐ = 4, in a subtraction expression.		
15. Identify the missing set (numeral) (☐ - 3 = 4), in a subtraction expression.		
16. Subtract one 2-digit numeral which is a multiple of 10 from two digit numeral also a multiple of 10 less than 90. (e.g., 60-40=)		
17. Subtract one 2-digit numeral which is a multiple of 10 from two digit numerals, less than 90.		
18. Subtract a 1-digit numeral from a 2-digit numeral without regrouping e.g., 27 - 5		
19. Subtract a two-digit numeral from a two-digit numeral without regrouping e.g., 25 - 12		
20. Subtract a 1-digit numeral from a two digit numeral, regrouping tens and ones. e.g., 63 - 8		
21. Subtract a two-digit numeral from a two-digit numeral, regrouping tens as ones. e.g., 63 - 18		
22. Check the difference of a subtraction problem by addition.		
23. Subtract multiples of hundred (e.g., 600-200=)		
24. Subtract a 1-digit (2-digit or 3-digit) numeral from a 3-digit numeral without regrouping. e.g., 275 - 132		
25. Subtract a 3-digit numeral from a 3-digit numeral regrouping tens as ones only. e.g., 492 - 127		
26. Subtract a 3-digit numeral from a 3-digit numeral, regrouping hundreds as tens only. e.g., 432 -271		

	Teach	Mastery
27. Subtract dollars and cents, regrouping as necessary.		
28. Subtract a 3 digit numeral from a 3 digit numeral, regrouping as necessary.		
29. Estimate the difference of two numberals by rounding off and subtracting.		
30. Subtract any numberal which is more than 3 digits from any other numberal, regrouping as necessary.		

VI. Instructional Objectives for MULTIPLICATION

1. Identify and construct doubles/pairs.		
2. Given a verbal multiplication statement (e.g., 2 groups of 3; 2 times 3) construct groups of objects to illustrate that statement.		
3. Identify and state the meaning of x symbol.		
4. Construct a representation of a written multiplication expression, using objects.		
5. Write the multiplication problem, and state the product for the illustration shown. (e.g., 2x3=6)		
6. Use a number line to compute the product of a multiplication problem (through 20).		
7. Construct an array to correspond to all 1 digit multiplication problems. (e.g., 2x3=)		
8. Write the multiplication example in terms of repeated addition.		
9. Multiply two numbers where 0 is one of the multipliers.		
10. Multiply two numbers where 1 is one of the multipliers.		
11. Count by tens to 100.		
12. Count by two to twenty.		
13. Recite multiplication facts up to 5 times 10, by rote.		
14. Recite multiplication facts up to 10 x 10, by rote.		
15. Multiply a multiple of 10 by a one digit number, using zero as a placeholder: e.g., 4 x30 120		

VI. Instructional Objectives for MULTIPLICATION (Con'd)	Teach	Mastery
16. Multiply a multiple of 100 by a one-digit number. (e.g., 300 x 2=)		
17. Identify the commutative property of multiplication. (e.g., 3 x 2 = 2 x 3)		
18. Compute a multiplication example, using the distributive property. (e.g., 23 x 2 = (20 x 2) + (3 x 2 =)		
19. Multiply a two-digit number by a one-digit number, without regrouping (not using the distributive property). e.g., 23 x 2		
20. Multiply a 3-digit number by a one-digit number without regrouping. e.g., 243 x 2		
21. Identify the numerals which are the multipliers, the product and the multiplicand.		
22. Multiply a two-digit numeral by a one-digit numeral, regrouping ones as tens. e.g., 23 x4		
23. Multiply three-digit numeral by a one digit numeral, regrouping as necessary. e.g., 237 x 4		
24. Multiply a two-digit numeral by a two-digit numeral, without regrouping. e.g., 23 x32		
25. Multiply a three-digit by a two-digit numeral, regrouping as necessary. e.g., 475 x68		
26. Multiply with multiples of 1000.		
27. Multiply any numeral by a three-digit numeral.		
28. Estimate a product by rounding one of the numerals to the nearest ten or hundred, and multiply		
VII. Instructional Objectives for DIVISION		
1. Divide objects/pictures in half (2 equal parts).		
2. Divide even numbered groups of objects in half (two).		
3. Given a group of objects (up to 20), perform the division process by separating objects into groups. State how many groups and how many objects in each group.		
4. Identify and state the meaning of - symbol;) symbol.		

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VII. Instructional Objectives for DIVISION (Cont'd)	Teach	Mastery
5. Use concrete manipulatives to construct a representation of a written division expression. (e.g., 6÷2=)		
6. Given an illustration, write the division problem and state the quotient for that illustration (e.g., → 6÷2=)		
7. Write the division example in terms of repeated subtraction.		
8. Perceive division as an inverse operation of multiplication.		
9. Divide a number by 2, 3, 4, or 5 where the quotient is less than 10. (e.g. 45 ÷ 5 = 9)		
10. Divide a numeral by the divisor 1.		
11. Divide a numeral by the same numeral. (e.g. 6 ÷ 6 = 1)		
12. Divide a numeral by 6, 7, 8, or 9 where the quotient is less than 10. (e.g. 81 ÷ 9 = 9)		
13. Find a quotient, and a remainder, using a number line.		
14. Identify the vocabulary of division (dividend, divisor, quotient, remainder)		
15. Divide a number using basic facts, and identify remainder.		
16. Indicate the positioning of the quotient in a division problem.		
17. Divide a 2 digit numeral whose 10's column digit is equal to or greater than the divisor by a 1 digit numeral with no regrouping and no remainder. (e.g. $4\overline{)84}$)		
18. Divide a 3 or 4 digit numeral whose 10's column digit is equal to or greater than the divisor by a 1 digit numeral with no regrouping and no remainder. (e.g. $4\overline{)848}$)		
19. Divide a 2, 3 and 4 digit numeral whose 10's column digit is equal to or greater than the divisor by a 1 digit numeral with no regrouping but with a remainder. (e.g. $4\overline{)85}$)		
20. Divide a 2 or 3 digit numeral by a one digit numeral with regrouping. (e.g., $2\overline{)526}$)		

VII. Instructional Objectives for DIVISION (Cont'd)	Teach	Mastery
21. Compute a division problem using long division process, with a 1-digit numeral as the divisor.		
22. Divide any numeral by a one digit numeral with or without regrouping or a remainder, using long division process.		
23. Divide using multiples of 10, up to 90. (e.g. 90) 6370)		
24. Check the quotient of a division problem, by multiplying.		
25. Divide a 3 or 4 digit numeral by a 2 digit numeral with or without a remainder. (e.g. 22) 467)		
26. Express the remainder in a division problem as a fraction (e.g., $4\overline{)19}$ $\frac{4\ R\ 3}{\ \ \ 3/4}$		
27. Divide any number by a 3 digit number.		
VIII. Instructional Objectives for FRACTIONS		
1. Differentiate between a whole object and its parts.		
2. Generalize that a whole object is composed of several parts.		
3. Recognize symmetry.		
4. Identify and divide halves as 2 equal parts of an object.		
5. Identify and divide even number of groups of objects up to 10 into halves.		
6. Identify objects and geometric shapes that are divided into thirds and fourths, divide sets (up to 12 objects) into thirds and fourths.		
7. Identify one half, one third, one fourth of a region as a written fraction.		
8. Identify a fifth, sixth, seventh, eighth, and tenth of a region and write the fraction.		
9. Identify the fractional terms numerator, denominator.		

VIII. Instructional Objectives for FRACTIONS (Cont'd)	Teach	Mastery
10. Identify and write a fraction where the numerator is greater than one, using geometric shapes.		
11. Add like fractions (same denominator).		
12. Use or to compare fractional numbers with like denominators.		
13. State whether a fraction is less than, more than, or equal to a whole.		
14. Identify and write a mixed numeral or an improper fraction to describe a fractional part greater than one whole.		
15. Count by fractions past one (e.g., ¼, 2/4, 3/4, 4/4, 5/4, 6/4.)		
16. Name fractions equivalent to the number one.		
17. Subtract with fractions having like denominators.		
18. Write a fraction equivalent to a given fraction by multiplying the numerator and the denominator with the same numeral. (e.g., ½ x 2/2 = 2/4)		
19. Write a fraction equivalent to a given fraction by dividing (reduce) the numerator and the denominator with the same divisor. (e.g., 4/6 ÷ 2/2 = 2/3)		
20. Use or to compare fractional numbers with unlike denominators.		
21. Add with mixed numerals having like denominators without renaming (sum of fractional parts equals less than).		
22. Subtract with mixed numerals having like denominators without renaming.		
23. Add unlike fractions (unequal denominators).		
24. Subtract unlike fractions (unequal denominators).		
25. Reduce fractions to the lowest common denominator.		
26. Add unlike fractions and simply reduce the sum.		
27. Multiply a whole number and a fractional number.		
28. Identify a fractional part of a set: 1/3 of 2 = 2=3.		
29. Multiply any two proper fractions. (e.g., 1/3 x ¼ = 1/12).		
30. Divide a whole number by a fraction using the reciprocal. (e.g., 1/3 x 3/1 = 1)		
31. Convert mixed numerals to improper fractions and vice versa. (e.g., 1 2/3 = 5/3)		
32. Express measurement in fractional terms (e.g. 1 pint = ½ quart, 1 foot = 1/3 yard; 1mm = 1/10 cm; etc.)		

VIII. Instructional Objectives for FRACTIONS (Cont'd)	Teach	Mastery
33. Add with fractions renaming the sum as a mixed number. (e.g., 4/5 + 3/5 = 7/5 = 1 2/5)		
34. Subtract a fractional number from a whole number.		
35. Subtract a mixed number from a whole number.		
36. Add with mixed numbers having unlike denominators.		
37. Subtract with mixed numbers having unlike denominators.		
38. Divide with fractions.		
39. Multiply with mixed numbers.		
40. Multiply with fractions, mixed numbers.		
IX. Instructional Objectives for DECIMAL FRACTIONS		
1. Read and write decimal fractions to tenths, hundredths or thousandths. (.10; .100; .1000)		
2. Give a decimal fraction name for a fraction with a denominator of 10,100, or 1000.		
3. Add decimal fractions in tenths.		
4. Subtract decimal fractions in tenths, with exchange.		
5. Add and subtract decimal fractions in hundredths, and thousandths.		
6. Round decimal fractions to the nearest tenth, hundredth or whole number.		
7. Multiply decimal fractions.		
8. Divide a decimal fraction by a whole number.		
9. Read and write decimals through ten thousandths.		
X. Instructional Objectives for PERCENT		
1. Identify the whole as 100%		
2. Given a total number of objects from a given set, find the percentage of the set that the number represents.		
3. Convert a decimal to a percent.		

XI. Instructional Objectives for MEASUREMENT	Teach	Mastery
A. Linear		
1. Identify the higher/lower; taller/shorter; larger/smaller, object.		
2. Identify the tallest/shortest; largest/smallest object, given 3 or more objects.		
3. Measure object with non-standard units.		
4. Measure object with a standard unit of measurement.		
5. Use fractional part of a non-standard unit.		
6. Measure length of an object in whole units (inches, or centimeters) given an object aligned with a ruler.		
7. Measure length of an object in whole units (inch or centimeter) by aligning an object to a ruler (and visa-versa).		
8. Measure the length of an object that can not be measured in whole units (inch or cm.).		
9. Draw and/or measure a line segment given a length in whole units (up to 12 inches, 20 centimeters)		
10. Identify foot (decimeter) and measure an object in feet and inches, (decimeters and centimeters).		
11. Identify yard (meter) and measure an object in yards, feet and inches (meters and centimeters).		
12. Measure an object to the nearest half-inch (millimeter).		
13. Use a tape measure.		
14. Identify width/length of an object.		
15. Identify and measure the perimeter of plane figures in inches, feet or yards (millimeters, centimeters, decimeters or meters).		
16. Identify and measure area in square units, using concrete objects.		
17. Convert inches, feet, and yards (millimeters, centimeters, decimeters and meters).		
18. Identify and measure an object to the nearest quarter inch; eighth inch; and sixteenth inch.		
19. Identify a mile (kilometer).		
20. Use and state formula to compute the area of a rectangle or square (Area = length x width).		

XI. Instructional Objectives for MEASUREMENT	Teach	Mastery
B. Speed		
1. Identify fast/slow rate of speed.		
2. Identify situations in which speed is measured.		
3. Measure speed as miles/per hour (kilometers).		
C. Weight		
1. Identify which object is heavier/lighter by comparing 2 objects held by hand (at first objects should be grossly different).		
2. Determine which object is heavier/lighter by measuring the two objects on a balance scale.		
3. Balance a scale.		
4. Use a non-standard unit of weight to measure an object.		
5. Use a non-standard unit of weight to compare the weight of 2 objects.		
6. Compare the weight of 2 objects using one non-standard unit.		
7. Identify and use the standard unit of measure (ounce or gram).		
8. Measure an object to the nearest pound/ounce; kilo/gram.		
9. Convert a number of pounds to ounces. (kilos to grams)		
10. Convert a number of pounds and ounces to ounces. (kilos and grams to grams).		
11. Convert a number of ounces to pounds (grams to kilos).		
12. Convert a number of ounces to pounds and ounces (grams to kilos and grams).		
13. Identify the abbreviations: lb. - pound oz. - ounce g. - gram kg. - kilograms		
14. Indicate whether an object weighs more than, less than, or about the same as another object, using the symbol > or < or = (e.g., 3lbs. > 20 ozs.)		
15. Use the fractional part of a pound (kilogram).		
16. List objects that could be weighed in tons.		

XI. Instructional Objectives for MEASUREMENT (Cont'd)	Teach	Mastery
D. Capacity		
1. Identify liquids.		
2. Identify full/empty.		
3. Identify fuller/fullest.		
4. Compare volume.		
5. Measure capacity in non-standard units.		
6. Identify and use the standard units of measure to measure capacity: English System — Metric System a. cup — metric cup b. pint — metric cup c. quart — litre d. gallon — litre e. tablespoon — milliliter spoon f. teaspoon — milliliter spoon g. fluid ounces — milliliter		
7. Compare standard units of measure for capacity (English and Metric system).		
8. Convert a given number of 1 unit of measure to another unit of measure e.g. 3 pints = ____ cups.		
9. Use and identify fractional parts of measures for capacity.		
10. Recall conversion tables for cups, pints, quarts, and gallons by rote.		
11. Write the order symbol (<, > or =) that compares two liquid measurements given in different units (example: 3 cups 1 pint).		
E. Time		
1. Recognize the time of day: a. day/night b. early/late c. morning/afternoon		
2. Match the time of day with activities: a. waking up b. going to school c. getting on the bus d. meal times e. school activities f. bedtime		

XI. Instructional Objectives for MEASUREMENT

	Teach	Mastery
E. Time (Cont'd)		
3. Identify the parts of a clock.		
4. Set the hands of a clock to tell the hour.		
5. Say the time from a set clock by the hour.		
6. Write the time from a set clock by the hour.		
7. Tell the time one hour later from a given time by the hour.		
8. Tell time on the ½ hour.		
9. Set hours on different clocks, i.e. digital, Arabic and Roman numeral.		
10. Find times that are ½ hour later than a given time.		
11. Tell time on the quarter hour: a. verbally b. written c. place hands on the clock to show the quarter hour.		
12. Tell time in 5-minute intervals.		
13. Write the time shown on the clock, e.g. 6:05, 7:30.		
14. Tell time to the minute.		
15. Identify A.M. and P.M.		
16. Set an alarm clock.		
17. Identify time "before" ("to") and "after" the hour. (e.g. 5 min. to 1:00)		
18. Identify different forms for the same time (e.g., 1:10; 10 after 1:00 o'clock.)		
19. Identify the second in a minute.		
F. Money		
1. Recognize penny, nickel, dime, quarters.		
2. Count a group of 5 pennies to match a nickel.		
3. Count a group of ten pennies to match a dime.		
4. Identify the ¢ symbol as it relates to cents and pennies, i.e. 10 pennies - 10¢.		
5. Identify the values of a nickel and the addition of pennies up to 9¢.		

XI. Instructional Objectives for MEASUREMENT

	Teach	Mastery
F. Money (Cont'd)		
6. Identify the value of a quarter: a. 25 pennies = 1 quarter b. 5 nickels = 1 quarter c. 2 dimes + 1 nickel = quarter.		
7. Count same type of coin to $1.00: a. 100 pennies b. 20 nickels c. 10 dimes		
8. Write the numeral for a collection of coins (pennies, nickels, dimes).		
9. Identify the value of a half dollar.		
10. Identify a dollar bill and its coin equivalents.		
11. Identify and write the $ symbol and point . in a given amount. $2.15		
12. Select the coins needed to make up an amount (4) i.e. 34¢ = 3 dimes, and 4 pennies; 34¢ = 1 quarter, 1 nickel and 4 pennies.		
13. Count change for items less than $1.00.		
14. Count change for items more than $1.00.		
15. Add and subtract, with dollars and cents.		
16. Identify the 2, 5, 10, 20, 50, 100 dollar bills.		
17. Read prices as written in supermarkets and on menus. i.e. 97¢ $.97 34¢ each 3 for $1.00		
G. Calendar		
1. Name the days of the week in consecutive order.		
2. Name the day for today.		
3. Identify today, yesterday, and tomorrow.		
4. Recognize a calendar month.		
5. Identify the dates on a calendar month.		
6. Tell the day of the week, month and day when looking at a calendar.		

XI. Instructional Objectives for
MEASUREMENT

	Teach	Mastery
G. Calendar (Cont'd)		
7. Name the months in a year.		
8. Name present month, past month, and future month.		
9. Count the number of days between two specified dates.		
10. Name the months in each season.		
11. Tell the number of days in each month.		
12. Find out how many days in a given number of weeks.		
13. Convert word dates to number dates, i.e. October 29, 1979 to 10/29/79.		
14. Name present year, past year and next year.		
15. Identify decade and century.		
16. Demonstrate the relationship between years, decades, and centuries.		
17. Describe a calendar including days, weeks, years and leap year.		
18. Tell the meaning of: a) leap year, b) annual, c) semi-annual.		
H. Temperature		
1. Define and compare temperatures using terms such as hot, cold, warm, cool.		
2. Identify the thermometer as an instrument used to measure temperature.		
3. Identify the term degree as the standard unit for measuring temperature.		
4. Identify and use the symbol for degree (°). (Celcius or Fahrenheit)		
5. Read a thermometer and indicate the temperature.		
6. Locate various temperatures on a thermometer.		
7. Locate various points on a thermometer (boiling point, freezing point, body temperature).		
8. Use + and - as meaning above and below zero temperature.		
9. Identify a variety of thermometers. (fever, indoor, outdoor, oven)		

XII. Instructional Objectives for
GEOMETRY

	Teach	Mastery
1. Match same shapes, given a collection of circles, squares and triangles.		
2. Pick out the shape that is different, given a set of circles, squares and triangles.		
3. Identify the following geometric shapes: a) circle, b) square, c) triangle		
4. Trace and/or draw the following geometric shapes: a) circle, b) square, c) triangle		
5. Use terms for geometric shapes (circle, square, triangle, and rectangle)		
6. Identify, trace and/or draw a rectangle.		
7. Identify the positions of inside, outside and on.		
8. Identify and construct models that are or represent concept of open and closed.		
9. Identify the positions of top, bottom, left, and right.		
10. Identify the position of between.		
11. Recognize and construct a symmetrical design.		
12. Identify like parts of a whole.		
13. Identify name and construct a circle, square, rectangle and circle without a model.		
14. Identify the sides and corners of a square, rectangle, and triangle.		
15. Use words to match positions of inside, outside, on, between and not inside and not outside.		
16. Construct and identify 3 dimensional figures: (sphere, cube, cylinder, and cone) from a model.		
17. Recognize the difference between symmetrical and asymmetrical patterns.		
18. Draw a line segment from given points. (e.g., •------•)		
19. Estimate the number of square units in an area of a given figure.		
20. Identify a line segment by its letter endpoints. (e.g., A•————•B)		
21. Identify and reproduce a diamond and oval.		
22. Identify an angle by writing the letter names of that angle.		
23. Identify a right angle.		

XII. Instructional Objectives for GEOMETRY (Cont'd)	Teach	Mastery
23. Identify a ray by its letter endpoints. (End point A⟶)		
24. Identify a right angle and a equalateral triangle.		
25. Identify parallel line segments. (e.g., A—B, C—D)		
26. Identify perpendicular line segments. (e.g., A—B, C)		
27. Identify parallelograms, pentagons, hexagons, heptagons, and octagons.		
28. Identify and measure the radius and diameter of a circle.		
29. Use a compass to draw a circle.		

XIII. Instructional Objectives for VERBAL PROBLEM SOLVING		
1. Describe the main idea of a picture.		
2. Given a picture, verbally describe the numerical story of the picture.		
3. Solve oral problems (simple addition and subtraction) on a verbal level using concrete objects.		
4. Write the number sentence when presented with a picture or a story.		
5. Illustrate a mathematical sentence by telling a story about it; by drawing a picture, or by dramatizing it.		
6. Determine when to add or subtract in a given problem.		
7. Solve a verbal problem involving any one operation.		
8. Solve a story problem involving two steps which are unrelated to each other.		
9. Solve a story problem involving two steps which are related (example: finding average.).		

XIV. Instructional Objectives for GRAPHS		
1. Sort 2 sets of objects.		
2. Tell about the sets of objects.		
3. Compare 2 sets of objects by arranging them in various patterns.		

XIV. Instructional Objectives for GRAPHS (Cont'd)	Teach	Mastery
4. Arrange pictures in order of size to make a pictorial graph.		
5. Compare 3 or more sets of objects.		
6. Draw pictures on a graph to represent collected data.		
7. Make a block chart from the data collected.		
8. Collect information for a graph by counting data.		
9. Collect data and make a picture graph.		
10. Collect data and make a graph using a square symbol.		
11. Identify a horizontal and vertical bar graph.		
12. Interpret a horizontal and vertical bar graph.		
13. Construct a horizontal and vertical bar graph.		
14. Label the points on a horizontal and vertical line of graph paper.		
15. Find a point when given the horizontal and vertical numbers.		
16. Construct a line graph to show change over a period of time.		
17. Interpret data presented on a circle graph.		

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I. Number Readiness:

balls, geometric shapes, beads, graph paper, boxes, blocks, buttons, crayons, various containers, pictures from magazines, cooking utensils, objects collected from the beach, counters, chips, feltboard materials, cubes, picture cards, sticks, string, hoops, bottles, gummed paper circles and squares, pegboard and pegs, attribute blocks, jar lids, straws, ribbons, bottle caps, various shaped noodles, colored rods, toys, magnetic discs, egg cartons, abacus, pegboard design cards, shells.

II. Sets:

chips, blocks, attribute blocks, geometric shapes, felt board, magnetic discs, bottle caps, crayons, pictures, boxes, buttons, picture cards, hoops, gummed paper circles and squares, graphs, toys, magazines, and all familiar objects.

III. a) Numeration:

index cards, worksheets, all familiar objects, cubes, number flash cards, board games, egg cartons, counting ladder, number line, graph paper, color rods, beans, pebbles with numerals on them in a bag, dominoes, dice mathematical balance, numerals on a paper plate with spinner, Bingo, clock with Roman numerals, thermometer (for negative numerals), train (for ordinals), color-by-number, follow-the-dot, pop top can rings, paper circles and chips, seeds, playing cards, discs.

b) Place Value:

squared materials, popsicle stick with 10 beans glued on, straws, pick-up sticks, beans, chips, place value charts, beads, multibase blocks, money, squares, pegs, graph paper, abacus.

IV. Operations:

abacus, all familiar objects, magnetic discs, feltboard and felt shapes, dice, dominoes, rods, blocks, number line, pebbles, squared material, ice cream sticks, chips, counters, calculator, shells, board games, hopscotch, card games, bingo, concentration, flapboards, invoices from local businesses, score cards, batting averages and other sports data, graph paper, place value charts, floor tiles, mathematical balance, colored rods, gummed shapes, beads on a shoelace, geoboards, fingers, lattices, magazine pictures, sets of numeral cards, similar objects of different colors (jelly beans, etc.), flash-cards, wood strips (with blocks glued on for tactile number line), pennies and dimes, transparencies, bead frame, paper shapes, wire coat hangers, string.

V. Rational Numbers:

food that can be cut up, all familiar objects, puzzles (part/whole relationship), mirrors (symmetry), flannelboard and felt shapes representing fractional parts, graph paper, ruler, number line, various liquid/dry measurement containers, geoboard, colored rods, discs, mathematical balances (operations with rational numbers), leaves (symmetry), beans, squared materials, potato prints, tangrams, money, calculator, sports results, egg carton, paper plates, gummed paper circles and squares, cardboard shapes, sample swatches of various materials (symmetry), seasonal paper cutouts, fractional number dominoes.

VI. Measurement

a. Linear
string, maps, hand spans, sticks, straws, trundle wheels, leaves, squares, blocks, tape measures, rulers, calipers, ticker tape.

b. Weight
scales, mathematical balance, balance board, see-saw, water, sand, standard weights, nonstandard weights (clay, pebbles, corns, etc.), erasers, grocery advertisements (indicating weights).

c. Capacity
bottles; cans; milk cartons; pint, quart, gallon containers; sand; water; beans; boxes of various sizes; 1 inch cubes; containers of familiar objects that are sold by the pint, quart, or gallon (milk, ice cream, etc.).

d. Time
drum, pendulum, water (dripping), ice (melting), clock, watch, digital clock/watch, paper plate, paper fasteners, pictures that tell time (waking up, stars, etc.), oaktag, flannel board, kitchen cooking timer, schedules (bus, train, plane, etc.), T.V. Guide.

e. Money
coins of various denominations, cash register, menu, supermarket advertisements, play money, magazines, newspapers, cardboard coins, oak tag, money line, food boxes, jars, cartons.

f. Calender
magazine and newspaper pictures, large oaktag classroom calender, colored markers, colored paper, individual calendar sheets, bingo cards containing months of the year, month flashcards, monthline.

VII. Geometry

geoboard, number line, graph paper, maps, lattices, string, protractor, mirror, spinner, milk carton, peg board, straws and pipe cleaners, cardboard strips, counting blocks, color rods, colored paper, cut out letters, potato prints (symmetry), objects having nonspherical shapes (tin cans, ice cream cones, etc.); objects shaped like rectangles (picture frame, book, etc.), objects shaped like triangles, objects shaped like squares (mirror, sugar cubes).

VIII. Verbal Problem Solving

magazines; task cards; play store materials; pictures; film strips; all familiar objects; drawing paper.

IX. Graphing

beads, blocks, buttons, candies, colored paper, graph paper, rulers, crayons, sticks, oaktag, gummed squares, magnetic discs, magazines, straws.

THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The Individualized Education Program serves as a basis for all classroom instruction. It is the foundation upon which your work is planned to meet the needs of each pupil. The DSE has prepared an IEP Manual, available through the special education supervisor, which provides extensive information on the preparation of the IEP. The following pages contain a partial listing of the material to be found in the IEP Manual.

FEDERAL AND STATE LAW

PL 94-142, the federal law which addresses the needs of the student with special education needs, has had tremendous impact on the planning and delivery of special educational services. The law mandates that every student has the right to a free appropriate public education in the least restrictive educational setting. Documentation that the student is receiving an education unique to his or her educational needs is found in the Individualized Education Program (IEP). Completion of the IEP is effected through an IEP Planning Conference, in which parents and professionals meet to decide jointly the most appropriate education for the student with special education needs. The IEP and the Planning Conference thus become the tools by which parents and professionals can join together to plan an effective program.

PL 94-142 requires that the IEP include certain minimum information:

A) A statement of the present level of educational performance of each child.

B) A statement of annual goals, including short-term instructional objectives.

C) A statement of specific educational services to be provided to each child and the extent to which the child will be able to participate in regular educational programs.

D) The projected date for initiation and anticipated duration of such services and appropriate objective criteria and evaluation

procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

[PL 94-142 Sec. 4 (a)]

The Regulations of the Commissioner of Education of the State of New York - Section 200.4 - further address the issue of the IEP and refine the requirements of the federal regulations. The mandate incorporates all of the above features of the federal law and focuses on methods to insure proper preparation and implementation:

A) The conference for each new handicapped pupil shall be conducted as soon as possible but no later than 30 days after the child enters the special education program.

B) The members of the planning conference should include, but not be limited to, the student's teacher, the student where appropriate, the parent or legal guardian, a representative of the school district (other than the child's teacher) who is qualified to provide or supervise special education, and other individuals at the discretion of the parent or agency. A member of the evaluation team or a person who is knowledgeable about the evaluation shall also participate in the planning conference for the handicapped child who has been evaluated for the first time.

C) The notice of the planning conference given to the pupil's parents or legal guardian shall inform them that the conference will be conducted at a date and time which are mutually acceptable to the parent or legal guardian and the employees of the school district.

D) If it is not possible or practical for the parent or legal guardian to attend the conference, other alternatives may be attempted, including individual or conference telephone discussions.

E) In order to assure active parent participation an interpreter may accompany the parent or legal guardian to allow communciation in his native or primary language.

N. B. New Part 200 of the Regulations of the Commissioner of Education Effective July 1, 1982 - See Appendix

FROM REQUEST FOR ASSISTANCE THROUGH PROGRAMMING: NEW YORK CITY GUIDELINES

In New York City, the IEP process occurs in two phases. Phase I takes place as a result of the recommendations of the School Based Support Team (SBST) and/or the Committee on the Handicapped (COH). Phase II occurs within 30 days of the student's placement in a program.

School Based Support Teams, assigned to all schools, are responsible for helping all students obtain needed educational services. The multidisciplinary SBST consists minimally of a school psychologist, a school social worker, a special educator, representatives of the regular school staff and the parent of the child. It is responsible for the delivery of a broad range of support services to handicapped and nonhandicapped students which includes assisting the school faculty in working with students. These teams will provide the necessary support to help the student receive an appropriate education in the least restrictive environment. Should an assessment be required, the team will conduct the assessment in the student's home school. In order to determine which services are necessary, the SBST may engage in one or more of the following levels of service:

1. Consultation

   During the consultation process members of the SBST work with regular staff to analyze a problem. At this earliest stage of involvement, the focus is on helping the Regular Education teacher in the classroom, with emphasis on a situation rather than on an individual child. Information for a broad perspective on the problem is gathered through classroom observations, review of records and reports. This assessment of the educational environment often provides valuable insights for resolving learning and behavior difficulties in the classroom. As part of consultation the SBST members and the teacher will discuss instructional techniques and/or educational materials which will aid total classroom functioning. This first step may lead to the resolution of learning and behavioral problems.

2. Informal Assessment

   If the problem cannot be resolved through consultation alone, the next step in the process is the Informal Assessment. At this stage, the focus is on the specific needs of the individual student. The Informal Assessment will not be undertaken without parental permission. During Informal Assessment, SBST members will conduct further observations of the student throughout the school day, engage in in-depth review of all school materials and records, conduct informal interviews with the student and consult with school personnel. This is an important component of the diagnostic process but precludes the use of any formal tests. A conference is held at which the SBST, the teacher and the parents identify and establish educational objectives. The aim of the Informal Assessment Conference is for problem resolution within the regular class and/or school environment.

3. Formal Assessment

   Formal Assessment procedures may be initiated when there is a determination that further evaluation is needed to determine the services necessary to meet the needs of the students. Once parental consent for Formal Assessment has been obtained, all steps necessary for the delivery of

special education services must occur within 60 days. These steps as delineated below may include:

- Request for Formal Assessment
- Formal Assessment conducted by a multidisciplinary team
- Educational Planning Conference and/or COH Review
- Placement
- Parental agreement to proceed with placement
- Admission procedures completed
- Placement implemented

With written parental consent for evaluation, the SBST determines which assessment measures will be used for the evaluation process. These measures may include observational data, informal and criterion referenced tests, norm referenced tests, interviews and a case history. When these assessments are completed, the parent will be invited to an Educational Planning Conference to discuss the team's findings and plan for needed services.

4. Educational Planning Conference

At the planning conference, the SBST and the parent identify the special learning needs of the student and develop a comprehensive educational plan. This plan includes identification of the student's strengths and weaknesses and long range behavioral and instructional goals. The conference participants also determine whether the student requires any support or related services. If it is determined that the student has a handicapping condition, an IEP will be initiated.

The focus of the SBST involvement and assessment is to seek approaches to meet the student's educational needs within the regular education class. Where recommendations for regular class education, with or without support or related services, will not be sufficient to meet the student's educational needs, alternative solutions are sought. The team may recommend Resource Room services. The team makes all the arrangements for the delivery of services when the student is to be served by related services or a Resource Room in the home school. If it is decided at the Educational Planning Conference that these services are not sufficient, the student's record is referred to the district Committee on the Handicapped for review as follows:

a. Recommendation by SBST for:

   - Resource Room placement in other than home school
   - Self-contained classroom in a special education program
   - Other special education facilities (special day school, non-public, residential, home instruction, etc.)
   - Conflict resolution

b. Request by parent/guardian: parent/guardian at any stage of the evaluation and placement process may request that the District COH review the materials and participate in educational decision making and planning.

c. Non-attending students (no home school).

5. COH Review

The District COH reviews all the materials, completes any additional assessments that might be necessary, and invites the parent to a COH Review. The conference participants discuss the material, identify the student's needs, and select the appropriate special education services. Pages 1 and 2 of the IEP are developed. These pages define long range behavioral and instructional plans, identify any related services which might be necessary for the student to benefit from special education, and define the areas in which the student should participate in regular class programming.

Finally, an appropriate placement is recommended with consideration given to both the student's educational needs and the concept of least restrictive environment.

The COH attaches a copy of the program description to the IEP. The program description indicates other alternatives that have been explored and the reason for program selection. This information is sent to parents with a copy of the "choice letter" on which they indicate whether or not they accept the program.

6. Placement

Once COH, in conjunction with the parent, determines that the student requires special education services, arrangements for placement begin. A placement officer, who is assigned to each COH, assumes the responsibility of selecting an appropriate school containing both the required program and the related services necessary to meet the student's needs. The Placement Officer tries to obtain the placement in the home school or a school as close as possible to the student's home.

7. Parental Agreement to Proceed with Placement

The parent is offered an opportunity to visit the recommended program. If the parent agrees to the placement, a letter will be signed indicating consent. If the parent does not consent to the placement or has further questions, he/she may meet again with the Committee. If the difficulty cannot be resolved, the parent has the right to appeal.

8. Admission Procedures Completed

Upon parental consent to placement, the COH completes the necessary administrative procedures.

9. Placement Implemented

The student now begins the recommended program. Phase II of the IEP process must take place within 30 days of the student's entrance into the program. It is at this point that the student's teacher, the supervisor, and the parent will utilize the COH portion of the IEP and formulate the annual goals and short-term objectives of the educational plan. The completion of this initial IEP completes the first step of a continuous planning process for the student.

Development of the IEP - Phase II

The IEP Planning Conference, mandated by law, provides the opportunity for parents and teachers to join together to develop a complete picture of the student's educational needs. During this conference, the planning team develops strategies and goals which will form the foundation for the student's instructional program. This conference is intended to facilitate active communication between parent and school personnel. These efforts can lead to a more supportive relationship between school and home.

The function of the planning conference is to develop an appropriate IEP for the student. The participants required to attend the conference, as stated in P.L. 94-142, include the following:

- The student's teacher (special or regular).
- A person other than the student's teacher who has responsibility for providing or supervising special education.
- The student's parent or other representative. A strong component of P.L. 94-142 is providing parents with the opportunity for active involvement in their child's educational program. When participating as an active member of the planning conference, the parent/s can provide useful information that will aid in developing a more appropriate program. Also, parental involvement in the development of the IEP will usually result in greater cooperation in implementing the program.
- The student, if appropriate. The primary benefactor of the IEP is the student. The purpose of the IEP is the improvement of the student's instructional program. By affording the student the opportunity to actively participate in the establishment of the program, s/he becomes more involved in the process and has a stronger commitment toward achieving the established goals. While not all students will be able to participate, efforts should be made to involve students at their level of ability.
- Other individuals at the request of the parent or school. While it is not mandatory, efforts should be made to include all individuals who will be involved in the student's programming. This will help to insure that the IEP, once developed, is practical and can be implemented. For example, if the student is to receive a special service, it will be helpful if the person who will provide that service contributes to the objectives selected. Also, if the IEP is prepared at the end of the year, the prospective teacher might be

included to insure implementation of the program. Parents might want to include individuals outside of the school who have direct contact with the student and have information which should be considered in developing the IEP.

Before the Conference

All possible attempts must be made to contact the parents and insure that they attend. If neither parent is able to attend the conference, their participation may be secured through alternative ways including a telephone conference. In instances where the parent does not speak English, an interpreter should be provided if the parent is unable to bring one so that they will be able to take full part in the planning. The teacher should:

a. Send a copy of Parent Letter well in advance of the proposed conference date (see sample letter in the IEP Manual). A copy of the letter should be kept by the teacher. Every attempt should be made to select a mutually convenient date and time.

b. If the parent does not respond, other attempts, such as phone contacts or registered letters, should be made. All attempts to contact the parent should be documented.

c. Be familiar with the information in the booklet put out by the New York State Education Department, YOUR CHILD'S RIGHT TO AN EDUCATION. This booklet is available at SETRC.

At the Conference

The Teacher:

a. Brings the IEP form with pages 1 and 2 partially completed by SBST/COH.

b. Discusses the student's Present Level of Functioning, the Annual Goals, Short-Term Instructional Objectives, and Methods and Materials.

c. Discusses the contents of pages 1 and 2 of the IEP, referring to Related Services, Regular Class Programming, Special Alerts, and Strengths and Weaknesses.

d. Adds, by mutual agreement, in the "Comments" section, parents' suggestions, follow-up and extra curricular activities.

Some Suggestions for Facilitating the IEP Planning Conference

a. Parents may be feeling guilt, shame, anger, fear, despair or distrust. Any or all of the foregoing may be due to years of confusion and frustration which have grown out of their attempts to understand and communicate their needs and their child's needs, and to find the appropriate services for meeting these needs. The teacher's positive attitude about this conference can provide an atmosphere conducive to mutual support and confidence.

b. Ask the parent/s if they have questions or concerns they may be interested in discussing first. This technique relieves anxiety that might interfere with positive communication between teacher and parent/s.

c. Focus the conference on the student's strengths. Determine what the next step is and how this will be accomplished.

d. Explain and define educational terms in ordinary language. Avoid using jargon.

e. Maintain a dialogue between yourself and the parent. It is important that the parent/s actively participate in the planning. Questions for stimulating parent participation may include:

What are your child's hobbies and interests at home?

What is your child's relationship to siblings, peers and adult members of the family?

What kinds of responsibilities is the child able to assume?

What does your child read at home? (T.V. Guide, newspaper, comics, books)

How does your child use math at home? (going to the store, telling time, etc.)

Concluding the Conference

All participants in the Planning Conference are to sign the IEP and identify their relationship or service they provide to the student. By signing the form they are indicating they have attended the conference. Space is provided on page 3 of the IEP form for each participant to print his/her name, relationship/service, and affix his/her signature.

If the conference is conducted on the telephone, print the parent's name and under Signature enter "telephone conference" and the date. For those parents who do not participate, the attempts made to contact them (letters, phone calls, etc.) should be documented in the COMMENTS section on page 4 of the IEP form. Copies of all correspondence should be kept on file in the student's folder. A copy of the child's IEP must be given or sent to the parent and the SBST/COH.

IEP Annual Review

State regulations require that an IEP annual meeting is held each year to review the adequacy and appropriateness of the student's IEP. The Annual Review coincides with the IEP conference convened to develop the IEP for the coming academic year and provides the opportunity to reassess the student's educational program and goals. The teacher holds an IEP meeting with the parent and reviews the student's progress. The program supervisor or designee as well as other service providers or personnel should participate in this meeting. If there is a need for a change in programming or the initiation or

termination of related services, the student must be referred back to the SBST/COH who will proceed with re-evaluation. If the teacher wishes to modify the amount of regular class programming or related service frequency or duration, s/he should follow the procedures previously described. The teacher need fill in only pages 3 and 4 for the Annual Review. However, pages 1 and 2 need to be reviewed also and any required changes noted. If the parent has any question regarding the content of the Annual Review, the parent may request that the IEP be forwarded to the SBST/COH for the follow-up review.

N.B. As previously noted, refer to the IEP Manual for additional information on School Based Support Teams, line by line descriptions in the preparation of the IEP and sample forms and letters.

Using Task Analysis in Implementing the IEP

Although task analysis is often regarded as an additional step in developing the student's individual education program, a sequential analysis of an objective may become the structure for your plan book. An objective which is broad enough to cover two or three months' instruction can be broken down easily to a series of sub-tasks. Each of the identified tasks may then be used as your daily or weekly objectives.

Example:

Objective: Upon presentation of a picture, Johnny will dictate a four sentence sequence story in which the facts are arranged in correct time, order and sequence.

Evaluation: four out of five times

Sub-tasks

1. Johnny will sequence ten out of order letters of the alphabet.

2. Johnny will sequence four sentences which are out of order.

   Example: Bill had cereal and milk for breakfast.
   Bill was awakened by the alarm.
   Bill went to school.
   Bill brushed his teeth.

3. Johnny will sequence his own activities from the time he is awakened to the time he reaches school.

4. Johnny will sequence the day's activities, from the time he gets to school until the closing bell.

5. Johnny will orally sequence the events in a one paragraph story which is read to him.

6. Upon presentation of a picture, Johnny will dictate a four

sentence story in which the facts are arranged in correct time, order and sequence.

Guidelines for Task Analysis:

1. Limit the scope of the main task. Too often teachers select a main task which may be appropriate but is too large to be manageable.

2. Write subtasks in observable terms. Each subtask should be written so specifically that there is agreement of what is to be seen and measured by more than one observer.

3. Write the task in terms of what the learner will do. For example, analysis of the skill of sharpening a pencil might yield the following subskills:

   a. Pick up pencil with dulled point.
   b. Insert correct end into sharpener.
   c. Grasp pencil tightly with one hand.
   d. Grasp handle of sharpener.
   e. Rotate handle several times.
   f. Remove pencil and check point for sharpness.
   g. Reinsert pencil and repeat process if point is still dull.

   These skills determine the sequence of tasks the learner needs to master.

4. Focus attention on the task, not the learner.

Choosing a Method of Task Analysis:

All tasks whether they belong in the psychomotor, cognitive or affective domains of learning can be broken down into simpler units of performance. There is no foolproof formula for selecting the appropriate method of analysis for a given task. At times, more than one method is suitable for task performance. In these cases, the student's learning style determines the choice.

Method 1. For psychomotor tasks, the most profitable approach is an analysis of a performance of the task, e.g., polishing a pair of shoes. Record every step, excluding only those irrelevant to the major task. Write the steps as accurately and concisely as possible. This method is also useful for cognitive and affective tasks, but observation in these domains may take longer and the breakdown re-organized in a different order. For example, a cognitive task may not reveal as much overt behavior for the teacher to observe, e.g., writing a business letter.

Method 2. A second method of task analysis is performed by working backward from the terminal objective. Focus on the terminal goal and write down those behaviors that are at the preceding level of difficulty. Then each of those behaviors is treated as an objective.

Method 3. This method is used most successfully with goals from the affective domain. Special education teachers frequently set instructional goals such as "needs to have a good self concept" and needs to work hard." It is difficult to objectively measure attainment of such goals until they have been analyzed into tasks. The breaking down of a complex goal might proceed as follows:

1. Write down the goal on paper.
2. List the observable behaviors necessary for attainment.
3. Review the list, discarding those behaviors that can be eliminated and identify those in need of clarification.
4. Describe the intention for each behavior, determining how frequently or how well it must be performed.
5. Test the statement for adequacy and completeness by determining whether the behaviors in the final list represent comprehensive attainment of the goal.

Checking a Task Analysis:

Each time an initial analysis is complete, the teacher should briefly review it to make sure that it meets certain basic requirements.

1. Are all of the subtasks stated in observable, measurable terms?
2. Are any critical steps omitted? Can a learner perform the major task after mastering only the subtasks?
3. Are all the subtasks relevant to the major task?
4. Are any of the subtasks so minute as to be unnecessary? Can any be combined without losing information?
5. Are the subtasks arranged in logical order?

Feedback obtained from observation of the learner's progress allows the teacher to add, correct, or delete those steps not entirely appropriate. As with so many other teaching skills, it is necessary too for the teacher to practice task analysis before it becomes the useful tool that has been described.

LESSON PLANNING

Precision teaching implies the selection of a number of objectives in the psychomotor, cognitive and affective domains of the student's individualized education program. A common criticism of teaching within this format is that if all the objectives are carefully defined and recorded, with a subsequent taks analysis made of each of them, the week's lesson planning will fill a good-sized volume. Of course, an overload of paperwork is just as detrimental to good pedagogy as an absence of planning.

General Format for Lesson Planning

Every lesson should include:

1. Teacher's Aim:

   What skill or concept is your lesson going to emphasize? Does the aim relate to the objectives in the pupil's IEP?

   Children's Aim;

   Put the teacher's aim in language your children will understand.

2. Motivation:

   How are you going to get the children interested in the lesson?

3. Materials:

   Are you going to use pictures, flashcards, a filmstrip, etc.

4. Activities:

   What steps are you going to take to develop the lesson? What are some of the key questions you are going to ask?

5. Culmination;

   What have you learned? (This can be a short discussion, question and answer period, or an experience chart, etc.)

6. Evaluation:

   How are you going to decide whether or not your aim has been achieved? (Written exercise, observation, discussion, etc.)

7. Assignment:

   Indicate the homework you are going to give. Homework reinforces the learnings in the lesson. It's not the length, but the quality that counts.

In the interest of streamlining the teaching process, it is possible to combine more than one objective in a lesson. Sequencing, fact-finding and word analysis skills may be profitably combined in one plan (see lesson plan). It is also possible to teach a group lesson designed so that each student's objectives will be met. In the lesson which follows, one group of students may be required to find

three facts, another four facts, etc. One group may orally relate the facts, another may be required to write a story. Or, the objective for one or more students may be to listen quietly while the rest of the class participates.

The following sample lesson "Write First, Read Later" is specifically developed to strengthen Johnny's comprehension skills. Other elements in the day's lesson planning will incorporate those sub-tasks specified in Johnny's IEP relating to the cognitive, affective, and psycho-motor domains.

WRITE FIRST, READ LATER

By writing their own stories, students may be helped to understand the writing of others. As students play "author" they experience the thinking (comprehension) processes that an author must go through, in order to create a paragraph or story. It is important that the decoding and comprehension skills to be taught are planned to meet the instructional objectives developed for the student's IEP.

Sample Lesson:

Objectives:

1. The student(s) will orally find 3 facts portrayed in a picture, and dictate a sentence about each.

2. The student(s) will orally arrange these facts in correct time order sequence.

3. The student(s) will visually identify silent letters in at least 3 words dictated by teacher.

Motivation:

Teacher selects and presents a picture known to be relevant to student's interest. Adequate time is given to open discussion; teacher and students point out interesting details.

Materials:

A large picture (approximately 2' x 2'), notebooks, pencils, blackboard, chalk.

Activities:

1. Teacher elicits facts clearly portrayed in the picture. Opinions and inferences are not accepted and distinctions are explained.

2. Students dictate one sentence for each fact identified. Teacher writes these on the blackboard.

3. Students discuss sequential order of these sentences and number each one accordingly.

4. Students copy the sentences, in order, in their notebooks.

5. Teacher selects at least 3 words having silent letters from the sentence and lists them on the blackboard, asking "What is the same about these words?" (i.e., each has at least one silent letter).

6. When all silent letters are identified, students circle these letters at the board.

7. Students copy the list of words into their notebooks, as new vocabulary.

Culmination:

The students now have a short paragraph describing three facts in sequence. They are asked to silently reread what they have written and think about "What do you think might happen next?"
(Inferencing).

The answer to this question is the basis of the next day's lesson, using the same reading material.

Evaluation:

1. Given one fact and one opinion based on this picture, students will distinguish fact from opinion.

2. Given 3 other facts (in print or orally) about this picture, the students will arrange them in correct time, order, sequence.

3. The students will write the vocabulary words from teacher's dictation, circling silent letters.

INSTRUCTIONAL LUNCH PROGRAM
FOR CLASSES ON EARLY DISMISSAL

Teachers are required to write in their plan books the specific instructional activities that will be conducted during each lunch hour with their classes.

Teachers must include in I E P's the goals of the instructional lunch period. Specific short term objectives must be included.

Parents must be fully informed about the instructional lunch period and given an opportunity to participate in its planning during the I E P conference.

SCHEDULE

For elementary school pupils, the lunch period would be twenty minutes. A typical schedule would be as shown below:

8:40 AM	-	12 Noon	- Morning session (3 hours 20 minutes)
12 Noon	-	12:50 PM	- Lunch (20 minutes for eating; 30 minutes instructional lunch activities. (Total 50 minutes)
12:50 PM	-	2:00 PM	- Afternoon session (1 hour, 10 minutes)

The schedule for secondary school pupils:

8:30 AM	-	12 Noon	- Morning session (3 hours, 30 minutes)
12 Noon	-	12:45 PM	- Lunch period (15 minutes for eating, remaining 30 minutes for instructional activities (Total 45 minutes)
12:45 PM	-	2:15 PM	- Afternoon session (1 hour, 30 minutes)

To summarize, elementary pupils will be on an 8:40 A.M. to 2:00 P.M. day. Secondary school pupils will be on an 8:30 A.M. to 2:15 P.M. day.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, BROOKLYN, N.Y.11201
DIVISION OF SPECIAL EDUCATION

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME_____ SEX____ D.O.B._____

ADDRESS_____

HOME DISTRICT_____ TELEPHONE_____ PARENT'S NAME_____

STUDENT'S DOMINANT LANGUAGE_____ PARENT'S DOMINANT LANGUAGE_____ DATE OF CONFERENCE_____

RECOMMENDED PLACEMENT

PROGRAM RECOMMENDATION_____

SCHOOL PLACEMENT

SCHOOL_____ ADDRESS_____ DISTRICT_____

CLASS_____ TEACHER_____ COMMENCEMENT OF SERVICE (DATE)_____

RELATED SERVICES RECOMMENDED BY SBST/COH

Service	Frequency	Duration	Date Initiated	Program/Agency

REGULAR CLASS PROGRAMMING

Date	Recommended Area	Amount	Annual Goal

SPECIAL ALERTS

TESTING CATEGORY

Date Recommended	Category Selected	Modifications

COPY NO. 1 - SPECIAL EDUCATION TEACHER

LEVEL OF PERFORMANCE AT THE TIME OF ASSESSMENT

Area	Assessment Techniques	Results	Date Administered

STRENGTHS	WEAKNESSES

LONG RANGE EDUCATIONAL and/or BEHAVIORAL PLAN

Student's Name_____ Date_____

COPY NO. 1 - SPECIAL EDUCATION TEACHER

PRESENT LEVEL OF PERFORMANCE	ANNUAL GOALS
AREA_____	
AREA_____	
AREA_____	
AREA_____	
AREA_____	
AREA_____	

PARTICIPANTS IN PLANNING CONFERENCE

Name Relationship/Service Signature

Student's Name_____ Date of IEP_____

COPY NO. 1 - SPECIAL EDUCATION TEACHER

DIVISION OF SPECIAL EDUCATION
INDIVIDUALIZED EDUCATION PROGRAM

SHORT-TERM INSTRUCTIONAL OBJECTIVES	METHODS & MATERIALS	EVALUATION METHOD & CRITERIA	DATE OF MASTERY
AREA_____			
AREA_____			
AREA_____			
AREA_____			
AREA_____			
AREA_____			

COMMENTS

SBST/COH ANNUAL REVIEW

Reviewed by: Date:

_____ _____

_____ _____

Student's Name_____ Date of IEP_____

COPY NO. 1 - SPECIAL EDUCATION TEACHER

TEACHER'S CHECKLIST II

INSTRUCTIONAL MANAGEMENT

Where questions are applicable to your needs, rate your own strengths and weaknesses.

1 = Very Strong
2 = Acceptable
3 = Fair
4 = Weak
5 = Needs Improvement Badly

	1	2	3	4	5
Do you provide learning centers in your room available to children for independent work in the area of science, math, reading (library), painting (art), creative writing, listening corner, etc.?					
Do my centers meet the following needs?					
Based on pupil needs					
Reflect pupil interest					
Reflect level and caliber of work of pupils					
Attractive, well arranged					
Show thoughtful planning					
Reflect good housekeeping					
Aims known to pupils					
Functional					
Pupil participation in planning and developing of the centers					
Provision made for periodical appraisal of the effectiveness of centers in terms of pupil growth					
Do you provide supplementary work for mainstreamed children?					
Are you well prepared with lesson plans and the materials necessary for your lesson?					

	1	2	3	4	5
Do you have games, activities, worksheets, teacher-made and commercial materials for children to work with independently?					
Do you provide individualized instruction within the group?					
Have you made the necessary academic and social assessments, and set long and short range goals for your children?					
Do you have charts in your room to help the children to manage themselves? ex. "Class Helper Chart," "Independent Activities," "Class Rules," "Good Health Rules," "Painting Rules," etc.?					
Do you circulate among children to help them with the classwork?					
Do you congratulate them when the work is done well?					
Do you give them physical reassurance (shake hands, pat on head, etc.)?					
Do you keep a record of each child's progress?					
Do you check and correct all work with each child?					
Do you put some sign on the paper that shows that you have checked his work?					
Do you display his work on his bulletin board?					
Do you give clear instructions for packing up materials and returning them to the proper place?					
Do you have options for children who finish work early?					
Do you write daily lesson plans?					
Do you teach from them?					
Do you modify your lessons if you see the children getting restless?					
Are your lessons prepared with a variety of activities to provide a change of pace?					
Do you employ a variety of multi-sensory approaches in teaching a basic skill?					
Are your lessons arranged sequentially?					
Do you give consideration to the work & study habits you are instilling in the children?					
Are the aims of your lessons clearly stated & related to IEP instructional objectives?					
Do children show understanding of what they will be learning?					
Does the motivation of your lesson gain the interest of your children?					
Are all materials needed for the lesson prepared and accessible?					
Are the lesson's activities arranged developmentally?					
Are children given an opportunity at the end of the lesson to demonstrate what they have learned?					

PARTICIPATION IN REGULAR EDUCATION

PROGRAMS & SERVICES

In many cases, the Committee on the Handicapped or the School Based Support Team will recommend in what skill areas and for what duration of time a special education pupil should participate in regular class activities. It is the responsibility of the special education teacher to implement that recommendation and to identify additional pupils for whom regular classroom participation may be appropriate.

I. Items to consider in making recommendations for regular classroom participation:

- A. Can the child attend a 40 minute cycle?
- B. Can the child adjust to a 4-cycle school year with 4-program changes (high school)?
- C. Has the child indicated evidence of socially acceptable behavior?
- D. Will the child be able to keep up with the academic requirements?
- E. Can the child handle the vocational shop areas? (where applicable)
- F. Can the child travel independently?
- G. Can the child attend to his own needs?
- H. Can the child cope with large classes?
- I. Can the child establish peer relationships?
- J. Does the child have the gross motor skills for participation in physical education?
- K. Does the child have the fine motor skills for handling materials and equipment?
- L. Can the child work independently?
- M. In your opinion, will the child profit from mainstream instruction?

II. Discuss the pupil's abilities with the general education teacher.

III. Learn what is expected of pupils in the general education classroom.

IV. Advise the classroom teacher how to prepare the class for your student.

V. Advise the principal and special education supervisor that the pupil is ready and that you have found an sppropriate receiving teacher and obtain their approval.

VI. When it is determined that regular class participation is appropriate in a given skill area, notify the parent that this is being planned.

VII. After arranging the regular class participation visit, consult with the receiving teacher to determine the success of the experience. Offer additional suggestiong to the teacher to assist in meeting the child's needs.

VIII. Follow up with the child to give assistance in meeting assignments and to offer advice for establishing peer relationships and continue follow up with the classroom teacher.

IX. Include participation in regular class educational activities in the pupil's IEP.

WHAT MAINSTREAMING IS . . . AND WHAT MAINSTREAMING IS NOT

"Mainstreaming is . . .

- Providing the most appropriate education for each child in the least restrictive environment
- Looking at the education needs of children instead of clinical or diagnostic labels such as mentally handicapped, learning disabled, physically handicapped, hearing impaired, or gifted
- Looking for and creating alternatives that will help general educators serve children in the regular setting. Some approaches being used to help achieve this are consulting teachers, methods and materials specialists, itinerant teachers, and resource room teachers.
- Uniting the skills of general education and special education so that all children may have equal educational opportunity

Mainstreaming is NOT . . .

- Wholesale return of all exceptional children in special classes to regular classes
- Permitting children with special needs to remain in regular classrooms without the support services that they need
- Ignoring the need of some children for a more specialized program than can be provided in the general education program
- Less costly than serving children in special education self-contained classrooms

Excerpted from
Exceptional Children, Nov., 1975

COMMUNICATING WITH PARENTS

Parents should be viewed as members of the instructional team. Open communication should be encouraged. The following procedures should be an integral part of the on-going communication process between school personnel and the parent.

- Send a note home during the first week giving your name, school phone number and the best time to reach you.
- Invite the parents to visit the classroom at their convenience.
- Advise parents of your homework routines and offer advice as to how they can help the child at home.
- Invite parents to participate in the development of the IEP.
- Develop a communication system, through the child's notebook, for the parent to ask questions and for you to give periodic reports on the pupil's progress. Do this on a daily basis.
- In conjunction with your supervisor, conduct parent workshops on behavior management to develop consistency in management between school and home.
- In case of accident or injury to the pupil during the school day or on the bus, notify the parent of how and when the incident occurred before sending the child home.
- Encourage parents to inform the bus escort of any medical problems which may affect the child's well-being on the bus, e.g., asthma, heart condition, diabetes, convulsions, etc.

Communication is essential for both the parent and teacher to understand and manage the behavior of the child. The following may prove to

be helpful to you in communicating with parents:

- Children often behave differently at home than they do at school. This information needs to be shared.

- Children often have skills which are not displayed at school. This needs to be shared.

- Teachers should know the relationship among siblings, e.g., whether one is responsible for another, whether there is competition, etc.

- Teachers need to know any values or rules of the home so that these are kept consistently for the child.

- Teachers should be aware of the personal habits of children at home (eating, sleeping, etc.).

- Teachers should utilize alternative strategies and other school personnel in resolving problems. Avoid calling in the parent to act as referee when there is a problem.

- Parents want to know what is happening at school for the sake of consistency and reinforcement.

TEACHER'S CHECKLIST

PARENT RELATIONSHIPS

Where questions are applicable to your needs, rate your own strengths and weaknesses.

1 = Very Strong
2 = Acceptable
3 = Fair
4 = Weak
5 = Needs Improvement Badly

	1	2	3	4	5
Home Relationships:					
Do you know your parents?					
Do you contact them to discuss positive reports as well as negative ones?					
Do you point out to them the importance of allowing the child to take responsibility at home?					
Do you request that the parent sign and review homework assignments?					
Do you keep parents informed of progress?					

STANDARDIZED TESTING

Special education students are entitled to be included in testing programs and must be given every opportunity to participate in citywide and statewide testing programs. This position is based upon policies established in federal and state legislation which maintain that before a student can be excluded from participation, all due process rights must be observed.

Special education teachers will receive training in the administration of tests and appropriate testing materials through their special education supervisors, regional offices and District Test Liaison personnel.

- Beginning September 1980, every special education student must have a standardized testing program incorporated into his/her Individualized Education Program (see IEP Manual).
- Recording information about the standardized testing program will begin with the COH/SBST from the time of evaluation and continue with the classroom teacher on an ongoing annual basis.
- For students enrolled in special education programs, the classroom teacher will initiate this process according to guidelines presented in the IEP Manual.
- The standardized testing program is composed of both citywide and statewide testing.

CITYWIDE TESTING

The citywide testing program includes the annual citywide reading test administered to elementary and junior high school students and the citywide survey of student achievement in reading and mathematics for high school students. Special education students will participate in the citywide testing program when required. Test modifications allow students to participate in these programs by compensating for their handicapping conditions.

The norm referenced results generated from these tests will be used to measure student achievement, to assist in instructional management and to provide administrative and organizational information including student eligibility for promotion and graduation.

Special education teachers should be aware that off grade level or functional level testing may be possible for children in special education programs. (Confer with your supervisor and/or test coordinator when ordering tests.)

STATEWIDE TESTING

Pupil Evaluation Program (PEP)

These statewide competency tests are administered in reading and mathematics to special education students in grades 3 and 6. This program measures student achievement and provides information for instruction and remediation.

Preliminary Competency Tests (PCT)

The PCT's are also competency tests, in reading and writing, administered in grades 8 (or grade 9 for those who did not take them in grade 8).

The Commissioner's Regulations require schools to provide appropriate remedial programs for students who score below specified reference points on these tests. The regulations also require schools to keep parents informed with respect to test results and remedial instruction.

Regents Competency Tests (RCT) and Regents Comprehensive Examinations

The Competency Testing Program is designed to assure that students develop adequate skills in reading comprehension, writing and mathematics before graduation from high school.

There are several methods of demonstrating competence in reading, writing and mathematics. One is by passing the Regents Comprehensive Examination in English and a Regents Examination in Mathematics. Another is by passing the Regents Competency Tests in Reading, Writing and Mathematics. A third method is by obtaining minimum acceptable scores on the College Board's Scholastic Aptitude Test (SAT) or the American Testing Program (ACT) tests.

Pupils whose native language is other than English, who enter a school where English is the predominant lanuage of instruction after grade 8, may use an alternative procedure to demonstrate competency in reading and writing.

When using this procedure, pupils must demonstrate proficiency in reading and writing in their native language and reasonable progress toward mastery of the English language. The Regents Competency Test in mathematics is available in several foreign languages, including Spanish, French and Chinese.

In order to secure a local diploma, students must demonstrate competency in the basic skills of reading, writing and mathematics.

TESTING MODIFICATIONS

A special education student is eligible for testing modifications on the competency tests if the need for such testing procedure is consistent with the student's IEP and instructional practice and approved by the school principal. Category "B" should be designated on the student's IEP.

Modifications in testing procedure may include:

- Time limit extended or waived
- Examination administered in special location
- Questions read to students (includes the use of sign language and cued speech; audio or visual tape to be used as necessary)
- Answers recorded in any manner
- Student permitted use of calculator or abacus
- Examination copy provided in braille or large type
- Questions omitted and credit prorated (available for statewide testing only)

Modifications in testing procedures that may be authorized for handicapped pupils taking competency tests may also be authorized for handicapped pupils taking Regents examinations, with the following exceptions:

- Questions designed to measure reading ability may be read only to pupils who are visually impaired.

- Answers to questions designed to measure writing ability may be dictated or tape recorded only by pupils who are visually impaired or physically unable to write. Pupils dictating their answers should provide all punctuation, the spelling of more difficult words, paragraphing, etc. so that the same writing skills are being measured for all pupils.

- A calculator or abacus cannot be used by any pupil taking a mathematics Regents examination.

(See the following State Guidelines)

TESTING CATEGORY (To be completed by COH/SBST and updated by the teacher.)

With the advent of new minimum competency requirements and the projected citywide promotional policy program, there is a need to develop procedures for writing an appropriate standardized testing program into the student's IEP. A student should be nominated for <u>one</u> of the following testing categories:

1. Category "A" means that the student would participate in all statewide and citywide testing programs and be subject to achieving the minimum testing standards.

2. Category "B" means that the student will participate in all statewide and citywide testing programs with the use of specifically noted modifications and be subject to achieving the minimum testing standards. (See Modifications in Testing Procedure.) Resource room students can only be nominated for categories "A" or "B".

3. Category "C" means those few severely and profoundly handicapped children whose handicapping condition, when individually determined, prevents their participation in the testing program. This category is only permitted as a result of an assessment by the COH/SBST and is subject to parental approval. (Unless parental approval if obtained for category "C", the student will be designated for category "B".)

4. Category "D" means that the decision, whether to be tested or not to be tested, is deferred until the IEP Planning Conference which is conducted no later than 30 days after the student enters the special education program. This option is only available for COH/SBST members.

N.B. See <u>IEP Manual</u> for further directions.

MODIFICATIONS IN COMPETENCY TESTING PROCEDURES FOR CHILDREN WITH HANDICAPPING CONDITIONS

Modification in Testing Procedure	Handicapping Condition								
	MR	ED	SLD	OHI	SSLI	D	HH	OI	VI
Time Limit Extended or Waived		X	X	X	X	X	X	X	X
Examination Administered in Special Education		X	X	X	X	X	X	X	X
Questions Read to Pupil*			X		X	X		X	X
Answers Recorded in any Manner**			X		X	X		X	X
Pupil Permitted Use of Calculator or Abacus			X						X
Questions Omitted and Credit Prorated									X
Examination Copy Provided in Braille and Large Type									X

Notes:

*Includes the use of sign language and cued speech
If possible, an audio or visual tape could be used in administering the reading test
**Includes the use of a tape recorder or dictation to an amanuensis

MR - Mentally Retarded
ED - Emotionally Disturbed
SLD - Specific Learning Disabled
OHI - Other Health Impaired
SSLI - Severely Speech/Language Impaired
D - Deaf
HH - Hard of Hearing
OI - Orthopedically Impaired
VI - Visually Impaired

This table should be viewed as providing guidelines rather than being restrictive. Principals may authorize any modification noted in this table to any handicapped pupil where the modification is reflected consistently in the pupil's IEP. Pupils who are identified as handicapped solely on the basis of intellectual ability and who lack the intellectual ability needed to develop competency in reading, writing and mathematics should not be tested under modified conditions.

PRACTICAL TIPS

This list was primarily intended for newly assigned teachers. However, it has been observed that even experienced teachers sometimes need help in dealing with pupils who present behavior problems in the classroom. It is hoped that all teachers will be able to select from these practical suggestions those items which will be most helpful to them in their daily handling of pupils with problems.

1. Accentuate the positive. Give credit to those who are working well. Sincere praise is a much better incentive than fear of punishment. Keep honor rolls on conspicuous charts.

2. Censure pupils in private, not in front of the class. Consider the age of the pupil, his/her background, his/her previous record so that you can get a better understanding of why he/she acts the way he/she does. Be sure to consult last term's teacher to find out how that teacher was successful with the pupil. Treat pupils as individuals.

3. Offer successful academic experiences. Be sure the work you give pupils is graded as to difficulty and takes into consideration the the age, attention span and previous learning experiences. Find out what the child can do well and build upon it.

4. Try to teach something new every day. Are you following the best psychological principles in presenting the lesson? When pupils are unable to do an assignment or do poorly on a test, try to find out why, instead of pointing out their inadequancies to the pupils.

5. When a pupil misbehaves, do not take his misbehavior as something personal against you. Don't be surprised if the child does not know why he/she misbehaves. He may not know why. Try to understand the child and what makes him/her act the way he/she does. Talk to the child privately and in a calm manner. Once you've lost your composure, you've lost ground in dealing with the disturbed child. Find

out what is behind this child's actions. Look for possible causes. Is he/she hungry (not only for food but also for attention and affection)? Did the child have an argument at home before coming to school? Is there an emotional situation in the pupil's home (broken home, foster mother, battling between father and mother, etc.)? Has another pupil provoked this child's actions ("He spoke about my mother.")? Always stress the idea that you are disappointed about what the child has done, not with the child himself. Try to understand and respect every pupil in the class despite his/her acts of misbehavior. Do not say to a pupil that you do not want him/her in your class. This makes matters worse because it makes the child feel unwanted and heightens tension by making the child feel insecure.

6. Never force an issue with a difficult pupil in front of the class. The presence of an audience can make a child react to the teacher's challenge. Most so-called "emergencies" are usually caused by the teacher trying to force an issue in front of the class. Threatening to send for a supervisor actually weakens the teacher's discipline because the children get the idea that the teacher cannot handle the situation. Save the supervisor for those real emergencies when the health, safety and welfare of children are really at stake, e.g., a child threatens class with an open knife and goes beserk in the room. Classroom discipline is the job of the teacher.

7. Do not threaten. Every threat that is not carried out weakens the teacher's status with the child.

8. Use praise. Praise what the child does well or does best. Win the child over to your side by showing him/her that you like him/her. Praise the class as a group and as individuals for close attention, good attendance, good work, honest effort, full cooperation. Let your pupils live up to the high opinion you have of them.

9. Be firm, fair and friendly. Put some "iron" into your voice when necessary. Talk privately to pupils with problems. Show them you are interested in them as growing children. Your attitude toward each child counts most. If you show an open dislike toward a child, this feeling is transmitted to the class. "Attitudes are caught, not taught."

10. Do not label a child as "bad", "fresh", "sneaky", "lazy", "stupid", etc. Children may try to live up to these reputations. Other children in the class usually pick up the name the teacher has been calling the child and use it to the point where the child has to become aggressive to ward off the taunts of his/her classmates. Avoid the use of sarcasm.

11. Don't use homework as a punishment. Homework should be used for reinforcement of class work and/or for individual research and/or follow-up.

12. Try to develop self-discipline. Help the class formulate classroom rules and regulations. Post these rules in the room and go over them periodically (at the beginning of the year - weekly, then monthly.)

13. Develop student leadership. Have the children elect their own class officers (president, vice-president, etc.) After discussion of the qualifications for each position, hold elections periodically so that many pupils have an opportunity to serve as class officers. If the pupils complain about a class officer, emphasize that this pupil was elected by the class. This places the burden for proper nominations and balloting upon the class.

14. Develop student responsibility. Give every child a sense of responsibility by making him/her a "helper" in the classroom. Rotate classroom responsibilities periodically so that every child will have an opportunity to serve in a variety of classroom jobs.

15. Make accomodations for special needs. Seat children with problems near the front of the room where you can give these children more individualized attention by placing them "strategically". A child who is seated in front of you will not have the opportunity to "cut up" the way he/she would if seated in the back of the room. Plan individually for pupils with serious emotional problems

16. Have a sense of humor. Smile often. Greet children daily in a pleasant manner. Keep calm and maintain your poise. Your pupils will lose respect for you if you show your temper. Make a point of saying "Good Morning" and "Goodbye" to the over-dependent child who craves your attention when you meet him/her on the street.

17. Maintain a realistic perspective. If a pupil has a history of misbehavior and maladjustment over a period of years, nothing that you do will change him/her completely overnight. It took the child a long time to develop these behavior patterns and it is going to take time to change them. Look for signs of improvement, e.g., a pupil who used to hit a great many pupils and was very aggressive may now change to threatening pupils by using bad language. Remember that there is backsliding with problems. This is characteristic of behavior patterns in treating pupils with problems. Don't be discouraged when, after a period of improvement, the pupil with problems suddenly regresses.

18. Be consistent in your discipline. Nothing is more upsetting to children than to have the teacher treat the same offense under the same conditions in entirely different ways. Never punish the entire class for what one child has done.

19. Emphasize the positive. Since good discipline seeks reclamation, not "condemnation", never embarrass or shame a pupil or force an apology. Help the offender grow into self-respecting citizenship by avoiding reference to past errors, either in public or private.

20. Don't use corporal punishment. Board of Education policy prohibits corporal punishment. A teacher who uses corporal punishment places him/herself in a very vulnerable position. If you use your hands, you won't be able to use your head.

21. Keep objective records. If you have a seriously disturbed pupil in your class, keep an anecdotal record showing dates, types of offenses, and the action you have taken in regard to each offense. This type of record will give your supervisor and the school Based Support Team the necessary information to enable them to help you and the disturbed pupil. Include good things in the anecdotal record so that a complete picture of the pupil's behavior is given.

22. Be aware that prevention is better than punishment. Move around the room to make your presence felt everywhere, not just front and center. Teach from a standing position so that you can see at a glance what is going on in every part of the room. Anticipate the causes of disorder and utilize appropriate preventative measures.

For some children who are disruptive in the classroom, simply ignoring the behavior will cause it to diminish in frequency. Theoretically, if the child is seeking social attention through misbehavior, not rewarding the behavior by attention will cause the frequency of this maladaptive behavior to diminish. While this may be sound theoretically, in a group setting, particularly in the public school, it is often not practical because of the price which must be paid by the other students. Nevertheless, teachers should be aware that the child who always gets the teacher's attention through antics, brings the entire class to a halt, gains a large audience as a result, provokes the teacher into repetitive lecturing, and eventually gets sent to the principal's office. It is there the child views the passing parade of fellow students and receives attention from the secretaries and clerks. The child may discover a very predictable means for obtaining rewards in school.

A more practical and effective approach to such a student is to try to make school and learning more rewarding during times when the behavior approximates the desired standard. Selection of tasks the child can do and enjoy is of utmost importance as is providing social attention and approval at moments of appropriate behavior. Teachers and parents alike may fail to notice a child unless there is a problem. They may overlook the importance of rewarding the attempts at conformity because "that's only what's expected."

It is important to stress that the removal of a child to a time-out area, e.g., bench outside the room, hall, coordinator's office, etc. when he/she is unable to control himself/herself, should be done with the following considerations:

1. It should occur only after the child's behavior has exceeded the limits of the classroom which have been previously clearly stated.

2. It should occur matter-of-factly, rather than as a result of the teacher's exasperation.

3. It should be presented to the child as a constructive aid to learning rather than arbitrary punishment, e.g., "It seems you are having a chance to sit by yourself for a period of time".

4. It should involve a specific period of time, e.g., a specific number of minutes, and not be open-ended with the child spending hours in isolation until the teacher "gets around" to checking with him/her.

5. Once the specified period of exclusion from the class has passed, the child should be immediately returned without any attempt on the teacher's part to elicit a promise "to be a good boy/girl from now on".

Removal of the child from the classroom is often necessary when s/he cannot fufill the "student" role expected at the order level.

Viewing children as workers and rewarding them for what they have accomplished, rather than considering them as helpless individuals warranting pity, is valuable in giving children self-respect. By placing reasonable and definite responsibility on the child's shoulders and by providing predictable consequences for behavior, it is the child's strengths that are being appealed to rather than weaknesses. One method of achieving this is the contract plan.

What is a Contract?

A contract is a goal establishing agreement between a minimum of two concerned parties (teacher-student, parent-child, or student-student). It provides a way to "nail down the facts".

Contracts include:

1. Specific tasks to be completed (IF clause).

2. Specific desired consequences selected for their high motivational value for the contracting student (THEN clause).

3. Stated deadline for completion which reflects realistic assessment of the student's learning rate (WHEN clause).

4. Signatures of participating parties as well as a witness (WHO clause).

DEVELOPING THE CONTRACT PLAN

Developing a contract plan sets realistic goals and defines tasks as well as appropriate behaviors for the child.

Two Common Systems for Behavior Management

Token Economies (Allyon)

1. Desired changes in behavior are specified.
2. Effective reinforcers are identified and made potentially available.
3. A medium of exchange (token, point, chip, star, etc.) is established.
4. Tokens are made contingent on measured increments (frequency, duration, proportion of behavior specified in objectives).
5. Records of behavior are maintained (usually time series records).

Contingency Contracting (Homme)

1. Academic achievement is measured through formal or informal tests.
2. A sequence of daily task assignments is developed.
3. A Reinforcing Event (RE) Menu is constructed depicting potential reinforcers (usually high preferences activities).
4. Performance areas and RE areas are created.
5. Contingency Contracts (a statement of how much time in the RE area completing each task will earn) are written with each child.
6. Contracts are presented to, and accepted by, each child.
7. Tasks are completed, checked and access to RE area is made immediately available.

Sample contract for a specific subject: (Academic)

I, Ernest R., will read at least 5 pages today. I will earn a ✓ for every page I read over 5 pages.

Child's signature

Teacher's signature

An example of a child's contract: (For changing behavior)

I, Victor J., will not scream during the following activities: *_____

One ✓ will be earned for every 30 minutes that I do not scream.

Child's signature

Teacher's signature

* (Selected activities are listed here as defined by child and teacher.)

TEACHER'S CHECKLIST

BEHAVIOR MANAGEMENT

Where questions are applicable to your needs, rate your own strengths and weaknesses.

1 = Very Strong
2 = Acceptable
3 = Fair
4 = Weak
5 = Needs Improvement Badly

	1	2	3	4	5
Do you think in terms of preventing discipline problems? Maintaining good discipline depends on careful pre-planning and a comfortable, neat classroom.					
Do you put emphasis on rewards, honors, and merits of good behavior rather than penalties?					
Do you react to situations without excitement or undue emotion?					
Do you speak to individuals in private?					
Do you take the time to explain to individuals or groups what the problem is?					
Do you allow the children to have input on social controls in class, ex. Class Court or Class Rules, etc?					
Do you avoid constant lecturing, scolding and nagging?					
Do you eliminate ridicule or sarcasm in your own remarks?					
Do you avoid punishing the entire group because of the actions of one child?					
Do you avoid giving homework as a punishment?					
Do you try to understand the motive for the child's behavior?					
Do you keep anecdotal reports on severe discipline problems?					
Do you discuss the problem with a parent, and ask for her cooperation?					
Have you tried a "contract" which you can check at the end of every day as one way of structuring a child's behavior?					
Do you keep anectdotal records up to date?					

MATERIALS & TEACHER TRAINING

SETRC
special education
training & resource center

SETRC is part of a State supported network of training and resource centers designed to serve those concerned with pupils with special education needs and dedicated to the improvement of instruction for these pupils.

The SPECIAL EDUCATION TRAINING AND RESOURCE CENTER offers the following library services:

RESOURCE LIBRARY - A comprehensive collection of special education materials and a.v. equipment available for free loan.

SETRC CATALOG - An annotated catalog of materials arranged by special education subject matter.

VERTICAL FILE - A subject file of pamphlet materials on a wide variety of topics. (Manhattan Only)

CATALOG FILE - A file of publishers' catalogs arranged by name of publisher with a subject index. SETRC also distributed a wide variety of publishers' catalogs.

TEST LIBRARY - A large variety of testing materials available for review.

CURRICULUM FILE - Current New York City Board of Education curriculum available for review. (Manhattan Only)

RETRIEVAL SYSTEM - A card-sorting system that allows you to select appropriate materials based on such variables as subject area, grade level, modalities, interest, format, and interaction.

PROFESSIONAL REFERENCE ROOM - Recent texts, journals, and periodicals.

DOING ROOM - Media facilities to help you develop your own materials and adapt commercial materials to meet special education needs. Xerox, tape duplication service, laminating equipment, overhead transparency maker, etc., are available for you use at nominal cost.

PREVIEW FACILITES - Video tape equipment, film, filmstrip, and slide projectors, and other audio visual equipment is available so that you may preview the latest in new materials.

CONSULTATION SERVICES - SETRC Project Associates are available on an appointment basis to assist you in the selection of materials and to demonstrate their use and possible adaptation.

TRAINING SERVICES - SETRC Project Associates will conduct Methods and Materials workshops at your school upon request.

RESOURCE LIBRARY BORROWING RULES

It is necessary to register with the Library before materials or equipment may be borrowed.

All materials and equipment are loaned without charge.

Materials circulate for two weeks.

Materials may be renewed by telephone. Please have the item number and title ready when you call.

A maximum of 7 items may be borrowed at one time.

Professional reference materials circulate from Friday to the following Monday.

Items marked "House Copy" Do Not Circulate. (Manhattan Only)

4.
APPENDIX

New Commissioner's Regulations
DSE Promotional Policy
Revised Suspension Procedures

NEW PART 200 OF THE REGULATIONS OF THE
COMMISSIONER OF EDUCATION EFFECTIVE JULY 1, 1982
(Excerpts)

200.4(c) Recommendation. Individualized education program (IEP) Phase I. Within 30 days of the date of receipt of referral, the committee on the handicapped shall provide a recommendation to the board of education.

(1) If a pupil has been determined to be ineligible for special education, the recommendation shall indicate the reasons the pupil was found ineligible.

(i) A copy of appropriate evaluation information shall be provided to the building administrator.

(ii) A copy of the recommendation shall be provided to the parent pursuant to section 200.5 (b) of this Part.

(2) If the pupil has been determined to be eligible for special education services, the recommendation shall:

(i) Indicate the classification of the handicapping condition and recommended program and placement including the extent to which the pupil will participate in regular education programs, including occupational education when appropriate.

(ii) Report the present levels of educational performance.

(iii) Indicate the individual needs of the pupil according to each of the four criteria listed in 200.6(f) (2).

(iv) Indicate the class size in which the pupil should be placed pursuant to subdivisions (e) (5) and (f) (4) of section 200.6 of this Part.

(v) Indicate the projected date for initiation of special education and related services, the amount of time per day the pupil will receive such services, and the projected date of the review of the pupil's need for such services.

(vi) Describe any specialized equipment and adaptive devices needed for the pupil to benefit from education.

(vii) List annual goals that are consistent with the pupil's needs and abilities.

(viii) List those testing modifications to be used consistently by the pupil in the recommended educational program.

(3) A report of the evaluation upon which the recommendation is based shall be forwarded to the board of education along with the recommendation.

(d) Within 30 days of the receipt of the recommendations of the committee on the handicapped, the board of education shall provide appropriate special programs and services, which shall include provisions for the pupil to participate in physical education and/or adaptive physical education. For a pupil initially entering special education the provision of a special education program shall be for continuing evaluation and completion of the individualized education program(IEP) in the recommended setting and shall be with the consent of the parent pursuant to section 200.5(b) (2) (ix) of this Part.

(e) Planning conference. Individualized education program (IEP) Phase II. Planning conferences to develop the individualized education program (IEP) shall be conducted at least annually in accordance with the following provisions:

(1) The conference for each pupil newly identified as having a handicapping condition shall be conducted as soon as possible, but no later than 30 days after the pupil enters the recommended special education program.

(2) Participants at the planning conference shall include the pupil's teacher, the pupil whenever appropriate, the parent or legal guardian, a representative of the school district who is qualified to provide or supervise the provision of special education, and other individuals at the discretion of the parent or agency. An interpreter may accompany the parent or legal guardian to allow communication in the parent's dominant language. If the child is not in a district operated program, a representative of the school district who is qualified to provide or supervise the provision of special education shall be given the opportunity to attend. A member of the evaluation team, or a person who is knowledgeable about the evaluation procedures used with the pupil, shall also participate in the planning conference for a pupil who is being placed for the first time.

(3) A notice of the planning conference shall be given to the parent or legal guardian of the pupil at least five days prior to the proposed date of the conference which shall state the time, location and date that the conference will be conducted.

(4) If it is not possible or practicable to establish a mutually agreeable time for the parent or legal guardian to attend the conference, other alternatives, including, but not limited to, individual or conference telephone discussions, shall be attempted.

(5) The planning conference shall result in the following additions to the individualized education program (IEP) developed during Phase I:

(i) A statement of short-term objectives consistent with the annual goals for the pupil.

(ii) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved.

(6) If a school, agency, or parent believes that the program or placement recommended in the individualized education program (IEP) is no longer appropriate, such party may refer the pupil to the committee on the handicapped for review provided that the pupil shall remain in the current placement pending a new recommendation of the committee on the handicapped unless the board and parent otherwise agree.

(f) Annual review. Each handicapped pupil's individualized education program (IEP) shall be reviewed and, if appropriate, revised periodically, but not less than annually:

(1) The annual review of each handicapped pupil to be conducted by the committee on the handicapped or subcommittee thereof pursuant to section 4402 (1) (b) (2) of the Education Law shall be based upon a review of the pupil's individualized education program (IEP) and other current information pertaining to the pupil's performance.

(2) Upon completion of the annual review, the committee on the handicapped shall notify the parents of their right to address the committee, either in person or in writing, on the propriety of the committee's recommendation in accordance with subdivision 200.5(a) of this Part. However, consent to implement such recommendations shall not be required.

(3) A committee on the handicapped shall arrange for a comprehensive re-evaluation by qualified appropriate professionals of each pupil with a handicapping condition at least every three years.

PROMOTIONAL POLICIES FOR SPECIAL EDUCATION STUDENTS GRADES K-9 (June 1981)

The Regulation of the Chancellor No. A-501, on Promotional Policy for Students in Grades K-9, includes the Division of Special Education. The Regulations for special education students read:

1. Mainstreamed Students Who Attend Resource Rooms
   These students will participate in the regular promotional policy plan. Special circumstances for exemption may be considered on the basis of the student's IEP.

2. Students in Self-Contained Special Education Classes
   Special education students in self-contained classes will be included if their IEP is consistent with the Promotional Policy. The IEP may also indicate necessary modifications in testing procedures.

3. Severely or Profoundly Handicapped Students
   Students in classes for the severely or profoundly handicapped will not participate except where it is so indicated on their IEP.

4. Program for Hold-Overs
   Mainstream pupils in Resource Room programs who are held-over will receive intensive instructional services as part if the mainstream remedial program.

   Students in special education classes who are held-over will receive intensive instructional services.

The DSE is committed to instructional program standards and accountability. Our goal is the legal and moral imperative of attaining an appropriate educational program for all students regardless of their handicapping conditions, abilities or potentials. The Individual Education Program (IEP) is the official document which blueprints the most appropriate instructional program based upon educational diagnosis, prescription, goals, and objectives as determined by the School Based Support Teams (SBST) and the Committees on the Handicapped (COH).

For promotional purposes, it is the continuing responsibility of the SBST/COH, during admission, placement review and recommendations, and discharge, to identify and record on the student's IEP the short and long-term instructional objectives and goals and a projected determination for each student's promotion. Thus, it is the IEP, mandated by P.L. 94-142, which outlines the instructional program, remediation, and promotional determination.

For grades other than 4 and 7, the SBST/COH will make the determination on how to apply the required performance standards when deciding promotion for students upon placement in a recommended instructional program. Subsequent promotion decisions will be made during the IEP conferences. In all cases, it is the IEP which is the triggering mechanism for decisions on promotion or nonpromotion. Such decisions will be made by educators and clinicians with participation of the student's parent or guardian and where feasible, the student. Where promotion is indicated on the IEP, the skills to be mastered by the student and the instructional program by which these skills are to be achieved will be so indicated. Where retention in grade is indicated on the IEP, a prescriptive/diagnostic program will be outlined specifying, in detail, the academic skills areas requiring intensive remediation.

All special education students are required to meet the city-wide standards at the promotional grade gates of 4 and 7, unless the IEP specifically notes that they are to be excluded. Exclusion must be based upon a collaborative decision of the educators and clinicians responsible for drafting the IEP at these promotional gates. The parent or guardian and the student, where feasible, will participate in these decisions. The IEP must reflect the current advisability of participation in the promotional policy. The annual review of any determination outlined in this document must provide for change in the growth and achievement levels of the student so there is a continuous reflection of student needs. Exclusions from participation in the city-wide promotional standards are to be based solely upon a student's clear inability to approximate or attain these standards for reasons of the handicapping condition.

The Division's special education categories or classifications of handicapped students are not to be treated as homogeneous groupings, but rather as generalized programs in which students participate in various instructional activities. Whether these instructional activities are designed to attain the city-wide promotional gate standards or not are to be determined on a one-by-one, case-by-case basis for each individual student.

The following criteria for the promotional gate policy at grades 4 and 7 are:

1. Satisfactorily complete academic courses.
2. Achieve required performance standards based on criterion-referenced tests in reading, writing and mathematics.
3. Achieve standardized reading scores of not more than one year below grade level for grade four and not more than one and a half years below grade level for grade seven.
4. Achieve standardized mathematics scores of not more than two years below grade level.
5. Demonstrate satisfactory attendance, behavior, and punctuality.

Effective 1981-82, criterion-referenced tests will serve as criteria for reading, writing, and mathematics.

Parent Involvement

Parent involvement is a critical asset in ensuring the progress of students held over. A Chancellor's Advisory Council has been organized consisting of representatives of parent federations and other organizations to ensure that information concerning the promotional gate programs can be disseminated throughout the city. The Council also provides an opportunity for parent suggestions to be voiced and recommendations to be made to the Office of Promotional Policy.

It is most important that solid relationships built on mutual respect and support be developed among parents, teachers, and administrators early in the school year.

To facilitate the establishment of good relationships, the Office of Promotional Policy, as stated in the Chancellor's Regulations, requires that Community Superintendents instruct the principals to do the following:

1. That by January 15, parents of all students in danger of nonpromotion are to receive a letter advising them of this possibility and arranging for a conference with the teacher or teachers to discuss the implications.
2. That by June 15, when it has been determined that the student will be held over, parents are to be sent a letter so notifying them of this

fact and detailing the remediation procedures. An appointment is to be set up do discuss mutual concerns.

3. That during the year the child is held over, appointments must be made with each parent to visit with the teacher at least twice to discuss the student's progress. A school supervisor is to be involved.

Regulations Governing Appeals

If a parent feels the holdover of a child is not justified or that these regulations are being violated, the parent may, for the elementary and intermediate/junior high schools, appeal in the first instance to the student's special education teacher, the special education supervisor and/or members of the School Based Support Team (SBST); and, if necessary, appealed in the second instance to the school building principal, then to the Office of the Executive Director of the Division of Special Education. Decisions affecting high school special education students should be reviewed with the high school principal and, if necessary, appealed in the first instance to the high school superintendent and in the second instance to the Office of the Executive Director of the High School Division.

PROCEDURES FOR SUSPENSION OF SPECIAL EDUCATION STUDENTS

(Excerpted from Regulation of the Chancellor #A-445 - March, 1981)

"Special education students" - students formally evaluated by SBST's or COH's and either receiving or awaiting provision of services from the Division of Special Education. (Despite handicapping conditions, special education students may be suspended from participation in school activity, but only under emergency circumstances.)

"Suspension" is defined as the temporary removal from school of a special education student for alleged misconduct which constitutes an emergency circumstance.

"Emergency circumstance" is defined as a major behavioral incident which presents a clear and present danger of injury to the student, other students, or school personnel, or which is so highly insubordinate or disorderly as to significantly impair the education of other students.

Special education students may not be suspended by a principal; (1) solely for a previous history of disruptive behavior; (2) more than twice during the school year; nor (3) twice consecutively. Additionally, as with non-handicapped students, special education students may not be suspended for truancy, smoking, cutting classes, or poor academic achievement.

Guidance Considerations

Every effort must be made to assist special education students in making a successful adjustment to their educational program. These efforts may include the use of all school-based, district, and City Board pupil personnel services, such as: special education teachers, regular teachers, district supervisors, guidance counsellors, SBST's, and personnel from DSE.

Frequent episodes of disruptive behavior should be documented in a student's anecdotal record that includes a description of specific remedial steps taken by staff to ameliorate the situation. Episodes of disruptive behavior are not in and of themselves necessarily cause for suspension. They should signal a the need for guidance meetings with a student's parents or guardian, teachers, the SBST, and other school staff to assess the appropriateness of a student's class site, and the possible need for an SBST or COH to reevaluate the appropriateness of the student's classification or educational program, or both. Parents should be encouraged to attend these meetings. They must be informed in advance that one result of the meeting may be a determination to recommend a reevaluation or change of class site within a program.

Principals' Responsibilities During Emergency Suspensions

Prior to the suspension, the principal informs the student of the charges, gives an explanation of the evidence and provides an opportunity for the student to present his/her side of the story. Prior to the suspension, the principal will telephone the Executive Director of DSE to inform him/her of the circumstances and request approval for the suspension. The principal will also notify the student's parents by telephone or telegram that an emergency suspension has been authorized. (The Regulation states specifically what information should be sent to the parents by both certified and regular mail no later than one school day following the day of suspension.) The school's SBST and the Bureau of Pupil Transportation are notified. The student is retained under supervision until the close of the school day on which the emergency circumstances occurred, or until the student's parent or guardian arrives. Classwork and homework assignments are sent to the student's home.

The suspension conference should be scheduled no more than five school days from the date of the suspension and must be conducted by the school principal.

Clerical Procedures During Emergency Suspensions

Special education students who have been suspended will remain on the register of their schools and will be marked absent in the roll book during the period of suspension.

N.B. For additional information refer to:

Procedures for Suspensions of Special Education Students (Regulation of the Chancellor #A-445 - March 24, 1981)

and

Carrying Weapons in Schools (Regulation of the Chancellor #A-430 - March 24, 1981)

The ABSTRACT of Regulation #A-430 notes: "Any person carrying a weapon in a school building, facility, or contract vehicle used to transport students to and from school poses a clear and present danger to other students and staff and is subject to suspension by a superintendent or the Executive Director of the Division of Special Education, as well as possible criminal or juvenile delinquency prosecution.'

Also see this Regulation for the list of weapons which will cause automatic Superintendent's Suspension.

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